University of Cape Town
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Exploring the current trends in curriculum design of entrepreneur education programmes through three case studies, in Cape Town, South Africa

A minor dissertation submitted in partial fulfilment of the requirements for the award of the degree of

Master of Education

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Declaration

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works, of other people has been attributed and has been cited and referenced.

Signature: _____ Date: _____

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Abstract

This comparative case study aims to identify the pedagogic approaches embedded in the design of a selection of entrepreneur education programmes. Three non-profit organisations based in the Western Cape province of South Africa were selected as case studies. While each organisation offers an entrepreneur education programme for previously disadvantaged individuals who are in the early stages of running a business, each programme is unique in terms of its target market industry sector, learning objectives and business outcomes, as well as in its curriculum design intended to enable particular objectives and outcomes to be optimally achieved by the learners (entrepreneurs).

Activity Theory and Bernstein's Models of Pedagogy provide analytical frameworks for the study. Data was gathered from three semi-structured interviews carried out with the principal curriculum designer within each organisation, as well as written documents and websites. Engeström's extension of Activity Theory provided the conceptual tools for the first level of analysis of the case data, which identified tensions within and between the activity system elements of each curriculum. Further analysis was conducted utilising Bernstein's models of pedagogy, in order to better understand the key assumptions about learning and knowledge underpinning each of the curricula.

Within each Activity System, significant tensions were identified between the Subjects, the Rules and Object; the Subjects, the Tools and the Object; and the Subjects, the Division of Labour, and the Object. Two approaches to pedagogy were evident within the three curricula, which aligned to Bernstein's competence and performance models of pedagogy.

By drawing on the tensions identified through mapping the curriculum using Activity Theory, the thesis proposes that the two pedagogic models should be seen as a continuum and can be used to identify key questions to consider in the design of entrepreneur education curriculum, in order to ensure a well-informed curriculum aligned to adult learning theory and to the programme's learning objectives and business outcomes, and which addresses the unique context in terms of target market.

Further research is necessary to understand whether the programmes which combine elements from various models of pedagogy do indeed enjoy better outcomes.

List of Abbreviations

SMME – Small, Medium and Micro Enterprise.

TEA – Total Entrepreneurial Activity.

GEM – Global Entrepreneurship Monitor.

1. Introduction

This thesis sets out to explore what assumptions about adult learning theory inform the curriculum design of a selection of entrepreneur education programmes. This chapter outlines the context of this research project conducted in the Western Cape province of South Africa, in terms of entrepreneurship, SMMEs (Small, Micro and Medium Enterprises) and the design of programmes which set out to support the development of entrepreneurs and such businesses.

1.1 Background and rationale

South Africa's high rate of unemployment of approximately 40 per cent is the highest level in the sub-Saharan African region, even 3.3 times higher than the regional average (Herrington, Kew and Kew, 2015: 19). The contribution of Small, Medium and Micro-Enterprises (SMMEs) to the Gross Domestic Product (GDP) of South Africa was estimated at 39 per cent in 2009, with 74 per cent of economically active South Africans employed by SMMEs (Chimucheka, 2014). The Global Entrepreneurship Monitor's (GEM) South African survey (Herrington *et al.*, 2015: 23) estimated the level of "Total Entrepreneurship Activity" (TEA) in South Africa at 7.0 per cent in 2014, having decreased from 10.6 per cent in 2013. The level of TEA, which measures "the percentage of the adult population (18–64 years) that are in the process of starting or who have just started a business" (Herrington *et al.*, 2015: 22), should be approximately 20 per cent based on South Africa's ranking as an "efficiency-driven economy" by the World Economic Forum. Efficiency-driven economies are those which produce more advanced products and services than factor-driven economies, and produce them highly efficiently. South Africa has one of the lowest TEA rates among efficiency-driven economies worldwide, half the global average of 14 per cent (Herrington *et al.*, 2015: 23).

Due to the poor sustainability of start-ups in South Africa relative to other countries, Herrington *et al.* (2015: 25) stress that exploration is needed in developing the quality of business and management skills needed by early-stage entrepreneurs, as the support is often focused primarily on the creation of a business plan. Expert ratings for entrepreneurship training in higher education (vocational, college, business schools, etc.) are persistently low (Herrington *et al.*, 2015: 35), and the quality of entrepreneur education is one of the main factors limiting the growth of this sector of the economy in South Africa (Fatoki and Garwe, 2010: 731).

There are many definitions of entrepreneurship. For the purposes of this study a broad definition has been selected, which is also adopted by the GEM report (Herrington *et al.*, 2015). This allows for the inclusion of different types such as necessity- or opportunity-

driven entrepreneurs. Entrepreneurship is "any attempt at new business or new venture creation, such as self-employment, a new business organisation, or the expansion of an existing business, by an individual, a team of individuals, or an established business" (Reynolds, Hay and Camp, 1999: 3, quoted in Herrington *et al.*, 2015: 10). This includes necessity-driven entrepreneurs, who claim to have no "better choice for work" and are thus motivated by necessity to run a business, and opportunity-driven entrepreneurs who have, or seek, an opportunity (Herrington *et al.*, 2015: 25). The GEM report suggests that:

> Entrepreneurial activity is considered an output of the interaction of an individual's perception of an opportunity, and capacity (motivation and skills) to act upon this opportunity, and the distinct conditions of the environment in which the individual is located (Herrington *et al.*, 2015: 13).

This study focuses on educational programmes for adult learners who are engaged in TEA (Herrington *et al.*, 2015: 15). This includes:

- *Nascent entrepreneurs* – Those who have taken steps to start a new business, but have not yet paid salaries or wages for more than three months.
- *New entrepreneurs* – Those who are running new businesses that have been in operation between three and 42 months.

As adults involved in entrepreneurship, these learners come with a particular mind-set and have already established (to a greater or lesser degree) habits, which have developed during their life prior to joining the programme, and which determine how they run their businesses and with what levels of competence. Entrepreneurs apply to such programmes as they see an opportunity to grow their business, or realise that they need to change how they are running their business. This requires doing things differently in order to strive for better results, more success, or growth within their business. They have already developed professional practice as entrepreneurs, and are expected to change this through the programmes in which they engage.

The GEM report (Herrington *et al.*, 2015: 20) maintains that there are two main factors influencing whether a person is likely to consider starting a business – perceived opportunities (within the next six months in their immediate environment), and perceived capabilities (the skills and experience to start a new venture). Below-average rates of perceived opportunities and perceived capabilities have remained relatively constant over the past five years in South Africa, when compared to countries with the same type of economy (Herrington *et al.*, 2015: 21). Over time, GEM surveys have shown that there is a strong correlation between perceived capabilities and TEA. This

emphasises the importance of the role of entrepreneur education in developing relevant skills and capabilities.

1.2 Entrepreneur education

Various terms are used to describe interventions which aim to enable people to start and grow a business, such as enterprise education, entrepreneurship education, and entrepreneurial education. These terms are common in different countries, and are applied to different target markets such as secondary schools, higher education, vocational education and training, and adult education (Lackéus, 2015: 8). Some stakeholders perceive enterprise education as focusing more on personal development, skills, and mind-set, and entrepreneurship education as focusing on start-up ventures (Lackéus, 2013: 3). For the purposes of this study, a broad definition of "entrepreneur education" is adopted as "interventions that aim at promoting entrepreneurial activities of potential or current entrepreneurs" (Cho and Honorati, 2014), using the term to include all the variations mentioned above.

Entrepreneur education takes various forms in the types of programmes, including:

- *Programme only* – The organisation offers a programme, usually consisting of training and/or development opportunities such as mentoring or coaching, with no other services, i.e. the learner attends for the learning activities only.
- *Incubator* – "A concerted, systematic effort to nurture new firms in the early stage of their activity in a controlled environment ... it offers a combination of infrastructure, development-support processes and expertise needed to safeguard against failure and steer incubatee firms into a growth path" (Theodorakopoulos, Kakabadse and McGowan, 2014: 602). An incubator often includes access to capital.
- *Accelerator* – Fixed-term (usually three-month) programmes which typically include seed capital, mentorship, training, networking opportunities, and sometimes include working space. The programme usually ends with a demonstration day, where the entrepreneurs present their venture to potential funders (Cohen, 2013: 19).

This study considered all types of programmes in the selection of the three case studies, for those supporting entrepreneurs, particularly previously disadvantaged individuals, in the Western Cape.

1.3 Entrepreneur education in South Africa

Entrepreneur education in South Africa is fragmented and characterised by many role-players (government agencies, non-profit organisations, community-based organisations, individual entrepreneurs, foreign donor agencies and tertiary institutions), whose aims

and objectives are not always aligned with the associated research on the subject (Nieman, 2001: 449).

In the field of entrepreneur education there are many programmes on offer; however, there are no industry standards, nor are there common practice guidelines for the curriculum design of such programmes. It seems to me that educational providers rely on previous experience, current trends, their own and others' ideas, funder requirements, and/or the perceived needs of entrepreneurs from their particular target group.

1.4 Research aims and objectives

For the purposes of this study, the term "curriculum" refers to what is taught (selection), how it is organised (sequencing) and paced, how it is taught (teaching and learning methodologies), and how it is assessed (Gamble, 2006; Winberg *et al.*, 2011).

This study focuses on the curriculum design of entrepreneur education programmes for adults involved in TEA, within previously disadvantaged communities of the Western Cape, South Africa. Previously disadvantaged communities in South Africa are those "who have been disadvantaged by the apartheid and separate development policies of the past" (Nieman, 2001: 445). The research seeks to identify the components of a theoretically sound, comprehensive curriculum framework to be developed for entrepreneur education programmes within previously disadvantaged communities in South Africa. Such a framework must be relevant, appropriate and applicable in today's South African SMME reality in previously disadvantaged communities, to maximise relevance and impact for the entrepreneur. Key to designing such a curriculum is understanding adult learning theory and pedagogic models that inform learning objectives.

This research combines this theoretical understanding with exploring the current thinking of providers of such programmes. The aim is to identify the pedagogic approaches within entrepreneur education programmes, and their alignment with the intention of the organisation to enable learners to achieve business growth.

The context of the research question is within the domain of adult education, defined by Merriam and Brockett (2011: 8) as "activities intentionally designed for the purpose of bringing about learning among those whose age, social roles, or self-perception define them as adults." South Africans aged from 25 to 44 are the most active entrepreneurs, accounting for between 50 per cent and 60 per cent of all TEA (Herrington *et al.*, 2015: 28), so it is expected that this age group will feature significantly as the target group for many programmes in the research project.

1.5 Research focus and questions

The focal research question is:

> *What pedagogic approaches are embedded in the design of entrepreneur education programmes, which aim at achieving particular learning objectives and business outcomes?*

This question explores the "what and why" in terms of decisions that educational providers have made in the curriculum design of their respective entrepreneur education programmes. Through understanding this, the research results can potentially inform the creation of an effective curriculum framework for such programmes.

The extent to which learners actually achieve particular learning objectives and business outcomes is a topic for another research study focused on the learners themselves rather than the curriculum. This study focuses on the current thinking of providers of such programmes. In exploring this aim and focusing on three organisations, I will inquire into the following:

- What assumptions about learning and pedagogy have informed the design of the curriculum as a whole?
- How do the various elements within curricula impact on one another?
- What tensions exist between the various elements within the curriculum design, that disrupt the intention of the curriculum to achieve defined learning objectives and business outcomes?
- How do the curricula of the three programmes relate to models of pedagogy?
- What are the implications for a comprehensive curriculum framework to be developed for entrepreneur education programmes within previously disadvantaged communities in South Africa?

1.6 Rationale for research

I work for a non-profit organisation in the field of entrepreneurship education on the Cape Flats. There are many programmes on offer in this sector, and there are no industry standards or common guidelines for the design of such programmes; service providers therefore tend to rely on previous experience, current trends, their own ideas, and/or the assumed needs of entrepreneurs from their particular target group.

It has become clear to me over time that it is critically important that programmes are designed which are relevant, appropriate and applicable in today's South African SMME reality in previously disadvantaged communities, to maximise relevance and impact for

the entrepreneur. Further, it is crucial that programmes are designed with adult learning theory in mind, and with a well-informed and explicit approach to pedagogy.

I would like to contribute to the body of knowledge that will hopefully improve the quality of entrepreneur education programmes, through understanding more about the current trends informing the curriculum design of such programmes.

1.7 Structure of the dissertation

This dissertation comprises six chapters:

- *Chapter 1*: Introduction, rationale and brief overview of the study.
- *Chapter 2*: Theoretical concepts that underpin this study are explained – the concept of curriculum, and the analytical frameworks of Activity Theory and Bernstein's models of pedagogy. Research is outlined from the field within which this comparative case study is located.
- *Chapter 3*: Research design and methodological approaches used for this comparative case study, including ethical considerations and validity of the study.
- *Chapter 4*: Surfacing the key themes through Activity Theory.
- *Chapter 5*: Analysis of the three case studies through Bernstein's models of pedagogy.
- *Chapter 6*: Conclusions are drawn from the study, with recommendations made for further research and for practical purposes.

2. Literature review

This chapter explores the research literature related to the topics of entrepreneurship, entrepreneur education, and pedagogy in entrepreneur education. This is followed by an outline of the theoretical concept of curriculum, and the relevance of the two analytical frameworks used in this study.

2.1 The research literature

The categorisation of entrepreneurs as "necessity-driven" or "opportunity-driven", as mentioned above, should be regarded as temporary, as the drivers could potentially change over time. Williams (2008: 162) found that both necessity and opportunity drivers could be involved simultaneously in an entrepreneur's decision to start a new venture. Additionally, he discovered that necessity-driven entrepreneurs often become more opportunity-driven over time. The programmes which are explored in this study do not discriminate between these categories of entrepreneur, and thus the broad definition mentioned in the introduction is suitable for this context.

2.1.1 Entrepreneur education

Trends in entrepreneur education research have focused on the pragmatic. Fayolle, Verzat and Wapshott (2016: 897) highlight Béchard and Grégoir's findings (2005) as follows:

> They demonstrate that up until that point [2005] most research focused on *socio-economic* (what is the contribution of entrepreneurship education to growth or economic performance at a national or regional level?), *academic* (what contents?) and *individualistic* approaches (what are the individual needs of learners?), at the expense of *psycho-cognitive*, *socio-cognitive* and *ethical* questions.

Additionally, most studies are descriptive, and have focused on the "what" and the "how", and not the "why" (Fayolle *et al.*, 2016: 900). In contrast, within the relatively small theme of pedagogy identified by Loi, Castriotta and Di Guardo (2016) in their analysis, it is acknowledged that a wide range of skills are needed by entrepreneurs to address the complexity of the entrepreneur experience. Emotions, creativity, and the mind-set and ability to manage uncertainty and unpredictable events, are found to be critical concepts to include (Loi *et al.*, 2016: 956).

Two of the case study organisations in this study are incubators. Theodorakopoulos *et al.* (2014: 603) found that globally there is no consensus on the factors that contribute to successful business incubation, nor on the definition of business incubation itself. The

literature mentions various key success factors, with the list growing over time, albeit inconclusively. "There remains little conclusive evidence of what makes a successful business incubation programme, and the question of how we should measure success remains elusive" (Theodorakopoulos *et al.*, 2014: 608).

2.1.2 Pedagogy in entrepreneur education

Pedagogy in entrepreneur education includes a range of forms, which vary greatly in their implementation by various institutions (Pittaway and Cope, 2007: 480). The focus on pedagogy in entrepreneur education research is minimal, which is evident in an analysis conducted by Loi *et al.* (2016: 956), with pedagogy having the lowest average citation growth rate during 1991–2014, compared to other identified themes of introspection, entrepreneurial intentions, entrepreneurial learning, and evaluation. Fayolle *et al.* (2016: 956) found that literature reviews from the previous ten years indicate a growing, albeit fragmented, availability of entrepreneur education programmes, with the complexity of pedagogical objectives and expected outcomes being hard to define without consensus around the nature of entrepreneurship and its associated soft skills. This emphasises the need for the pedagogy of entrepreneur education to be examined critically through robust pedagogic theories.

2.1.3 Entrepreneur education in South Africa

Nieman (2001: 446) identified the following main focus areas for training within entrepreneur education in South Africa:

- *Business skills training* – includes management training for all areas of a business.
- *Technical skills training* – focuses on the competencies of a particular discipline.
- *Entrepreneurial skills training* – includes entrepreneurial traits of creativity, innovation, risk propensity, drive for achievement and other skills which enable the birth and growth of a business.

Entrepreneurial skills are defined in many ways, and are often confused with business skills, which makes it challenging to compare programmes easily. Nieman (2001: 440) found that there is little standardisation or quality control in these programmes. Programmes aimed at personal motivation and entrepreneurial skills are the exception rather than the rule (Nieman, 2001: 449).

Results from a meta regression analysis on entrepreneur education programmes in developing countries showed that such programmes have a positive impact on business knowledge and practice. This does not, however, translate directly into businesses actually starting up and growing, or an increase in income (Cho and Honorati, 2014: 6).

Nieman (2001: 448) summarised trends and recommendations from South African research papers in the 1990s related to SMME training, as follows:

- The number of training providers is not based on the needs of the entrepreneurs themselves, but rather on the provider's decision to offer a programme.
- The emphasis is more on managerial than entrepreneurial training.
- Training is generally focused on commerce and services with little training for market-related production.
- The training should be aligned to the small business environment rather than management of large enterprises.
- In order for the training to be effective, it should include modular ongoing experiential training that allows participation and discussion about mutual business concerns.
- The training needs of people in the informal business sector are very different to those in more sophisticated sectors.
- Training should be adapted for different cultural groups.
- The educators should be take cognisance of African cultural issues, "particularly in rural areas where traditional knowledge, shared values, attitudes and beliefs exist".
- The educators should ideally have business experience, a supportive approach, and speak the learner's home language.

Chimucheka (2014) emphasises that challenges within entrepreneur education in South Africa include inappropriate learning methodologies and programmes that are not outcomes-based or skill development-based. Pretorius, Nieman and van Vuuren (2005: 423) suggest that the key issue for a successful programme is whether there has been attitudinal and behavioural modification by the learner after attending the programme.

The recommendations and key points above speak to the relevance of programme design in relation to the learners themselves, programme alignment with the context and environment in which it is offered, and the spectrum of topics that the programme covers within the complex field of entrepreneur education in South Africa. This research aims to address most of these aspects through exploring the design of the curriculum itself.

2.2 Theoretical literature

The sections below outline the relevant aspects which will be explored through this study, in terms of the theoretical literature found in the field.

2.2.1 The concept of curriculum

Curriculum in the context of this study, includes three forms of pedagogy – formal (e.g. structured, taught sessions), non-formal (e.g. mentoring and coaching), and informal (e.g. everyday workplace and life experience) learning. A learning programme can incorporate one or more of these forms of pedagogy within the structure of the curriculum, taking cognisance of the importance of all three forms in the relationship between knowledge and practice, within the context of entrepreneur education. An important question is "What form of knowledge provides the basis for these decisions?" (Gamble, 2006: 93). Entrepreneur education programmes require various forms of knowledge, as the curriculum "turns its face both ways" (Barnett, 2006: 152), to look at knowledge and practice.

There are aspects that we need to consider from knowledge and practice domains, to address the sensitive relationship of which types of knowledge to include in the curriculum, and how to combine them with actual "work" experience, to enable the desired learning objectives and business outcomes of the programme to be achieved. As Rae states (2004: 200):

> Theory is important in entrepreneurship teaching … but it must have explicit relevance to the learners, and ensure that relevant theories are expressed in ways which have contextual meaning and can be demonstrated to have practical application.

2.2.1.1 Context, desired learning objectives, and participant expectations and requirements

Mezirow (1997: 8) highlights the presumption that workers need to have competencies that enable them to be "autonomous, socially responsible thinkers", with future work trends indicating the increasing need for adaptability, critical judgement, and collaborative decision making, as we understand and manipulate information in more abstract work scenarios characterised by technological sophistication. This has specific implications for curriculum conditions that enable the development of such competencies within entrepreneur education.

While taking Mezirow's point into consideration, the curriculum needs to have the capability to ask questions that address the context, competencies, learning objectives and individual needs of the learner, such that the learner can create links and engage in dialogue between the learning programme and their real-world business context and *vice versa*.

2.2.1.2 Selection, sequencing and pacing of the curriculum

Selection refers to what is taught and includes knowledge and practice; sequencing refers to the order in which it is taught; and pacing refers to the time allocated to what is taught and what is practised. The key is the sequencing of theoretical knowledge in the taught curriculum, and in relation to the opportunities to apply knowledge in practice, reflect on results and thus change behaviour that ultimately develops new practice and allows for learning objectives to be met. Lackéus (2013: 1) highlights a view shared by entrepreneurial learning scholars, that one becomes entrepreneurial through direct experience or observation. Billet (2013: 149) acknowledges that the sequencing of activities in practice-based curricula is significant in how learners build competencies, and that more conceptual knowledge would also need to follow a sequence within particular pedagogic practices within the workplace, to progress their learning and development. This addresses *how it is organised and paced*.

2.2.1.3 Teaching and learning methodologies

This looks at *how something is taught*, which significantly impacts the learning experienced and sustained by the learner. A combination of theory, real-world experimentation and practice, opportunities for critical reflection of both knowledge gained and the results of experiences, would go far to allow for learning objectives to be met and business outcomes to be achieved. This would be based on an optimum balance between knowledge production and application – from both practice and theory. The methodologies employed in this process could include formal lessons, group exercises (e.g. drawing on techniques from communities of practice, action learning, project work, etc.), coaching and mentoring, work experiences and individual reflective assignments. Formal lessons and project work form part of the SETA-accredited courses that are mentioned within the case studies. Mentoring and coaching form part of some of the case studies explored below, and the following definitions are therefore provided.

Mentoring

The professional association Coaches and Mentors of South Africa (COMENSA) defines mentoring as:

> A partnership in which a mentee is assisted in making significant advances in knowledge, perspective and vision in order to develop their full potential; the mentor's wisdom is utilised by the mentee to facilitate and enhance new learning and insight (COMENSA, 2017b).

Mentoring has been identified as being effective in the development of entrepreneurial expertise through a number of studies. Mentoring is seen as a more personalised learning

process that can be a valuable tool for developing business skills of entrepreneurship (Kubberoed and Hagen, 2015: 4061).

Coaching

Many definitions are available for coaching. COMENSA defines coaching as:

> A professional, collaborative and outcomes-driven method of learning to develop an individual and raise self-awareness so that he or she might achieve specific goals and perform at a more effective level (COMENSA, 2017a).

The coach focuses predominantly on raising self-awareness of the learner, so that the latter can make more informed decisions and take actions that work effectively towards their goals. In the context of coaching as part of an entrepreneur education programme, the goals are usually linked to the business outcomes that the learner is aiming to achieve. To thrive in the twenty-first century, Jarvis, Lane and Fillery-Travis (2006) highlight the following:

> We are expected to respond quickly to opportunities and threats, thus undertake 'just-in-time learning', i.e. in the moment. The rate of change that a business owner needs to respond to calls for more than just training, it also needs coaching – to understand the elements of change and to move with them.

2.2.1.4 How it is assessed

The UNESCO International Bureau of Education (UNESCO, 2013: 5) defines assessment as "The process through which the progress and achievements of a learner or learners is measured or judged in compliance with specific quality criteria."

2.2.2 Relevance of Activity Theory to this study

In this study I will focus on focus on two theories: Activity Theory, and Bernstein's theory of pedagogy. Here I outline Activity Theory, with its origins in Vygotsky's work.

Lackéus (2013) noted various studies that had used Activity Theory to explore aspects of entrepreneur development. He points out that Activity Theory is "appropriate for the study of entrepreneurial education with its theoretical roots in constructivism" (Lackéus, 2013: 9). Activity Theory has been used in the study of the field of entrepreneurship, as it allows for deeper exploration of "sense-making activities", it considers the learning taking place within relationships and networks, and it overcomes the "dualism between individuals and their social environment" (Lackéus, 2013: 10).

> At the heart of activity theory is the insight that all of human life is organised to produce things, that we engage in practices with others to produce these (not

> necessarily material) things, and that our ability to produce things and engage with others is mediated by artefacts (Levine, 2008: 6).

Activity Theory was first developed by Russian psychologists Vygotsky, Luria and Leont'ev in the 1920s and 1930s. Vygotsky and his colleagues developed the first generation of Activity Theory with the basic concept of mediation, that human action involves an interaction between the human (subject) and their desired object or outcome, which is mediated by cultural means, tools and signs (tools of mediation) (CRADLE, 2016a). Leont'ev further developed the idea of mediation by including collective action, which gave rise to the second generation of Activity Theory, including "Division of Labour", "Community" and "Rules" over time through the continued work of Western theorists. The third generation of Activity Theory was developed by Engeström and acknowledges at least two interacting activity systems, which takes into consideration cultural diversity and enables dialogue between different perspectives (CRADLE, 2016a).

In using Activity Theory, I agree with the notion that "knowledge is socially constructed based on intentionality, history, culture and tool mediation used in the process" (Jonassen and Rohrer-Murphy, 1999: 64). In the context of analysing the curriculum of entrepreneur education programmes, one must consider that the curriculum is continually evolving as new learning emerges for the curriculum designers, through the application of the curriculum. Also, the context of the curriculum is a critical influence, in terms of the industry sector in which it sits, and the nature of the learners' societal and cultural backgrounds, etc. So it is important to allow for the inclusion of all these factors, in understanding the activity system of the curriculum.

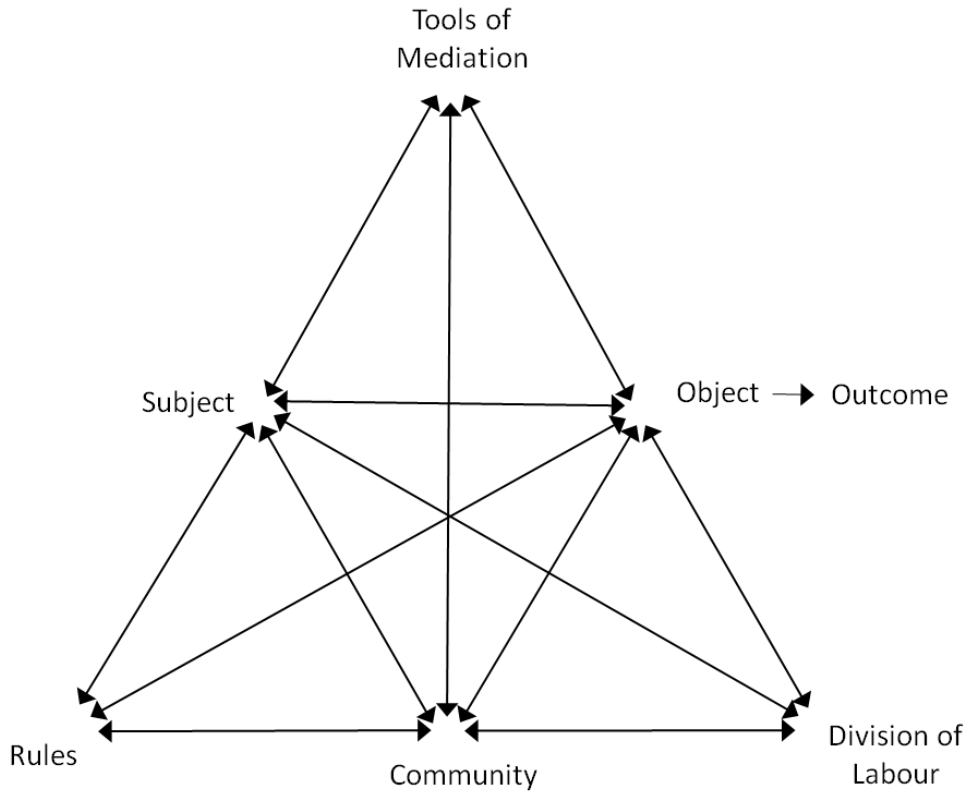
Curriculum designers of entrepreneur education programmes have ambitious aims for entrepreneurs on their programmes, including changing their habits and practices in how they run their businesses and in significantly growing their businesses. Even though Activity Theory has been used in the field of entrepreneurship (Lackéus, 2013: 9), it has not been used to analyse the pedagogic approaches embedded in the curriculum design of entrepreneur education programmes.

The strength of Activity Theory is in its ability to map out a dynamic activity system through the range of elements that sit *in relation* to one another. It seeks to provide a theoretical framework for understanding "object-oriented, collective, and culturally mediated human activity" (Engeström and Miettinen, 1999: 19). A critical reason for focusing on activity is that changes in behaviour do not happen in an individual's mind or in the context, it is a product of both – i.e. activity. "The human mind emerges and exists as a special component of interactions with the environment, so activity is a precursor to

learning (not *vice versa*) … knowing can only be interpreted in the context of doing" (Jonassen and Rohrer-Murphy, 1999: 64). Hardman (2008: 71) describes the dimensions of an activity system (outlined in Figure 1) as follows:

> The subject(s) acts on the object in order to transform it using [tools of mediation] in order to arrive at specific outcomes. In turn, the subject's position is influenced by the rules of the system, his/her community and division of labour … The two-way arrows indicate the dynamic nature of the nodes of the triangle.

Figure 1 Activity System



Source: CRADLE (2016a).

The activity system consists of the following nodes (CRADLE, 2016a):

- *Subjects* – Any activity has human actors. "The subject refers to the individual or sub-group whose agency is chosen as the point of view in the analysis" (CRADLE, 2016b: 1).
- *Tools of mediation (Tools)* – these can be physical objects, mental models, methodologies, etc.

- *Object* – this represents the "problem space at which the activity is directed and which is moulded and transformed into outcomes with the help of physical and symbolic, external and internal mediating instruments, including both tools and signs" (Engeström, 1987: 79).
- *Outcome* – The result of the elements in the activity system focusing on the object.
- *Rules* – The norms, conventions and social interactions of the system, including values, philosophy and beliefs.
- *Community* – This includes people who share the same object as the subject.
- *Division of labour* – this focuses on the roles, responsibilities, tasks and power relations within the system. This includes the roles of, and relationships between, the subjects.

In this study, Engeström's extension of Activity Theory was used to map out the elements which are present in each case study's curriculum, to distinguish different elements that are employed in order to achieve the business outcomes defined by each case study, and to draw comparisons across the case studies' curricula, in terms of their learning objectives.

2.2.2.1 Tensions and contradictions within Activity Systems

> Activity Theory sees complex interrelationships among these factors (nodes), and the ways in which these seemingly distinct aspects of activity are deeply interwoven among each other and in producing outcomes; shifts in one or several elements will inevitably affect others (Levine, 2008: 11).

It is this that gives rise to tensions and contradictions between the various activity system nodes. These contradictions trigger learning and "are the driving force of change and development" (Engeström, 2009: 55). Tensions and contradictions are seen as opportunities for change within an activity system.

The tensions in the system "get aggravated over time and eventually tend to lead to an overall crisis of the activity system" (Engeström, 1996: 73). The state of crisis leads to new forms of activity, and inevitably to change. Contradictions are thus essential to the activity system as a dynamic source of transition and development.

The following types of contradiction occur:

- *Primary contradictions* occur within a node of an activity system – "The essential contradiction is the mutual exclusion and simultaneous mutual dependency of use value and exchange value in each commodity" (Engeström, 1987: 101).

- *Secondary contradictions* occur between nodes of an activity system – Where one node may be offering possibilities of change within an activity system, and another node is more rigid in its expression.
- *Tertiary contradictions* occur "between the object/motive of the dominant form of the central activity and the object/motive of a culturally more advanced form of the central activity" (Engeström, 1987: 104).
- *Quaternary contradictions* occur between the central activity system, and its neighbouring activity systems.

2.2.3 Relevance of Bernstein to this study

Bernstein provides a language to describe the elements arising in the analysis of the curriculum across different entrepreneur education programmes. Daniels (2004: 128) describes Bernstein's approach succinctly:

> Initially he focuses upon two levels: a structural level and an interactional level. The structural level is analysed in terms of the social division of labour it creates (classification) and the interactional level with the form of social relation it creates (framing). He defines modalities of pedagogic practice in terms of principles for distinguishing between contexts (recognition rules) and for the creation and production of specialised communication within contexts (realisation rules). Modalities of pedagogic practice and their discourses may then be described in terms directly referenced to the theory.

Classification and framing are key theoretical concepts which provide the means to examine elements across different entrepreneur education programmes, as they inform fundamental differences between Bernstein's models of pedagogy. Classification is characterised by the concept of power, and looks at the *strength* of boundaries between categories such as agents, subjects, and discourses. Where elements are separated and discrete, there is a strong boundary and thus strong classification. Where elements are integrated, boundaries are weak and the classification therefore weak. For example, a strongly classified curriculum could be defined as having clearly delineated domains of knowledge with strong boundaries between them (Bernstein, 2000: 11).

Framing is characterised by the concept of control, and refers to the locus of control over transmission in the pedagogic context (Robertson, 2008: 4). It is about "*who* controls *what*" (Bernstein, 2000: 12), and focuses on the relations within boundaries, such as the following factors: selection of content to be communicated; sequencing of content (what comes first); pacing (expected rate of completion); evaluative criteria; and the social base (Bernstein, 2000: 13). In strong framing, the transmitter may have explicit control over the communication in terms of the elements above, e.g. teacher-centred pedagogies. In

weak framing, the acquirer has apparent control over the communication, e.g. learner-centred pedagogies (Bernstein, 2000: 12).

The nature of the discourse itself informs the type of classification and framing. (Hoadley, 2006: 17) defines pedagogic discourse succinctly:

> Pedagogic discourse describes the specialised form of communication whereby differential transmission and acquisition is effected. Pedagogic discourse describes the *relay* of pedagogy.

Pedagogic discourse is understood by Bernstein as a set of principles, and consists of regulative discourse, with instructional discourse embedded within it. Regulative discourse indicates the underlying pedagogic theory, and the "expectations of character, conduct and manner" (Hoadley, 2006: 17). Instructional discourse refers to knowledge and skills transmission, and their relation to each other.

Bernstein draws attention to the way pedagogic discourse constructs two major, contemporary models of pedagogy – performance and competence models – in order to explore "the critical changes now taking place in the pedagogising of knowledge, its management and the regulation of forms of pedagogic consciousness and identity" (Bernstein, 2000: 4).

2.2.3.1 Bernstein's models of pedagogy

According to Bernstein, pedagogy "is a sustained process whereby somebody acquires new forms or develops existing forms of conduct, knowledge, practice and criteria from somebody or something deemed to be an appropriate provider and evaluator" (Bernstein, 2000: 78).

Bernstein proposes two models of pedagogy: competence and performance. The two models are defined by "what counts as knowledge (curriculum); how learning takes place (transmission); and what counts as a legitimate display of learning (evaluation)" (Atkinson, Singh and Ladwig, 1997: 123). He acknowledges that these models rarely directly reflect examples of pedagogy in reality, that we often find a blend of the two. However, Bernstein's models enabled me to understand the themes arising from the data in relation to pedagogic models, and to consider the implications for curriculum design of entrepreneur education programmes.

The Competence Model

Pedagogic spaces are weakly defined, hence weak classification. Due to weak framing in terms of sequencing and pacing, the focus is on the needs of the learner as perceived by the learner, rather than the teacher's objectives, or the objectives of the workplace.

Discourse arises in a variety of experiences with apparent greater measures of control by the learner over selection, sequence and pace, hence weak framing.

Emphasis is on the realisation of "inner" competencies of learners. Evaluation includes implicit criteria focused on what is present in the learner's work, which makes it difficult to evaluate objectively. The learner's signs are interpreted by the "transmitter", hence the emphasis is on the meaning conveyed through the work that the learner produces, to determine competence development. The "transmitter's" relatively high level of skills are reflected in their ability to interpret what is conveyed by the learner.

Control is implicit, with the "transmitter" as facilitator, communicating with the self-regulating learner with a focus on "intentions, dispositions, relations and reflexivity" (Bernstein, 2000: 47) of the learner. This model is more likely to have explicit regulative discourse criteria, i.e. in terms of "conduct, manner and relation". Pedagogic resources are more likely produced by facilitators, rather than pre-packaged text books and teaching procedures.

The competence model consists of three modes, which all operate with forms of invisible pedagogy (implicit hierarchy, sequencing, pacing, criteria). They are considered as therapeutic and directly linked to symbolic control. They share a preoccupation with development, recognition and change of consciousness. The sense of identity is introjected, as an unconscious adoption of the ideas or attitudes of others. The modes are:

- *Liberal/progressive* – "Focus on intra-individual potential which could be revealed by appropriate pedagogic practice and contexts."
- *Populist* – Focus on a local culture (class, ethnic, religion), and the "communicative competences intrinsic to a local, usually dominated, culture".
- *Radical* – "Focus on inter-class/group opportunities, material and symbolic, to redress its objective dominated positioning … Often found in adult informal education … Presupposes an emancipatory potential common to all members of the group" (Bernstein, 2000: 50).

The Performance Model

Strong classification is apparent in the way in which pedagogic spaces and specific pedagogic practices are explicitly regulated and defined. Additionally, the selection, sequencing and pacing of curriculum content are explicitly defined. This curriculum model foregrounds the instructional discourse, and projects a future state where the learner will have acquired a specialised discourse. This specialisation expresses itself in the form of specific subjects, skills, and procedures, with clear structure and purpose. The

facilitator exercises positional control, as well as strong framing through relatively strong control over selection, sequence and pacing.

Emphasis is on what is missing in the learner's work, with explicit evaluation criteria with which to assess the learner's performance. Learners are "made aware of how to recognise and realise 'legitimate text'" (Bernstein, 2000: 47), through expected performance. The facilitator's professionalism lies in the ability to enact specified pedagogic practice and grading procedures. They might have relatively low autonomy, it being limited by external curriculum regulation of the selection, sequence, pacing and criteria of the transmission.

The performance model consists of three modes, each of which is based on different principles of text construction, knowledge bases and social organisations. They are characterised mainly by a projected identity (except singulars), through explicit evaluative criteria. The modes are:

- *Singulars* – Specialised discourse within an intellectual field, e.g. physics, history, psychology, etc., oriented to the field's own development, with strong classification in terms of knowledge boundaries and hierarchies.
- *Regions* – "The interface between disciplines (singulars) and the technologies they make possible" (Bernstein, 2000: 52), e.g. medicine, business studies, engineering, etc., oriented to their relationship with the relevant market or industry.
- *Generic* – A simplistic approach to trainability, focusing on the relevant competencies required for the performance of a skill, task, practice or area of work, omitting the cultural basis of these elements, e.g. SETA qualifications. Directly linked to the relevant market or industry.

In Chapter 5 of this dissertation, these models and modes are considered in relation to the data that emerged from the case study analysis – what was evident in the case studies' curricula which alluded to these models?

2.2.4 The combination of two conceptual frameworks

A significant difference between Activity Theory and Bernstein's pedagogic theories is that Activity Theory offers a stronger theory of learning (or acquisition), while Bernstein offers a stronger theory of the relation between knowledge structure and teaching (or transmission). Additionally, Bernstein tends to elevate conceptual knowledge over practical knowledge, while Activity Theory foregrounds practice.

Using these two approaches is a form of triangulation, as the different theoretical perspectives offer complementary explanations and provide different ways of looking at, theorising about and researching entrepreneur education.

3. Research methodology

3.1 Introduction

This chapter focuses on the research methods and the design used for a qualitative case study, exploring three case studies of curricula from three non-profit organisations based in the Western Cape that offer entrepreneur education programmes. The research was aimed at understanding what each curriculum consists of, and why it was designed in a particular way, in order to achieve the specified learning objectives and business outcomes. The intention was also to establish similarities and differences in the pedagogic approach across the three curricula, and how this compared to theoretical models of pedagogy.

How do I view the world, and thus influence the nature and method of the inquiry, and subsequent results? In choosing how to approach, explore and find answers to the research question posed in this qualitative study, I explored my worldview and discovered that this study is based on two paradigms – critical realism and interpretivism.

Realism assumes that the world exists independently of our perceptions or theories about it, while acknowledging possible other scientific ways of understanding reality through conceptual frameworks (Maxwell and Mittapalli, 2010: 146). Critical realism, on the other hand, "den(ies) that (we) have any objective or certain knowledge of the world, and accept(s) the possibility of alternative valid accounts of any phenomenon" (Maxwell and Mittapalli, 2010: 146). In taking this stance I retain an ontological realism, whilst accepting an epistemological interpretivism that knowledge and meaning are socially constructed.

Interpretivism is underpinned by observation and interpretation, which I have utilised in this comparative case study. Interpretivism describes "a need to understand the world as it is from a subjective point of view and seeks an explanation within the frame of reference of the participant rather than the objective observer of the action" (Ponelis, 2015: 538). Interviews were conducted with each case study's key curriculum designer, hence it was from their point of view and frame of reference that conclusions were drawn about the pedagogical approaches embedded in their curriculum.

3.2 Research design

> The case study approach facilitates exploration within context using a variety of data sources ... ensuring an issue is explored through a variety of lenses which allows for multiple facets of the phenomenon to be revealed and understood (Baxter and Jack, 2008: 545).

A case study approach enabled me to understand and compare the learning assumptions and pedagogic approaches that inform the curriculum design of entrepreneur education programmes across organisations whose beneficiaries are previously disadvantaged learners located in different industries within the Western Cape.

While the overall approach was a case study approach, the steps in the design were as follows:

1. First-stage data collection: desktop search.
2. Selection of three case studies.
3. Second-stage data collection: (a) in-depth semi-structured interviews; (b) documentary sources. The planned focus groups for each organisation were not held to confirm my findings, as there was only one designer interviewed per organisation. Instead, I checked my facts with the interviewee once I had transcribed the interview.
4. Analysis: Level 1, drawing on Activity Theory; Level 2, drawing on Bernstein.

3.3 Data collection

The primary research method used was in-depth, semi-structured interviewing, and the research included multiple sources such as associated literature and documentary sources, websites, organisational literature, and my seven years' experience in the field of entrepreneur education.

3.3.1 First stage

The first stage involved a desktop survey which identified entrepreneur education programmes available in Western Cape province, South Africa, in terms of their target group, type of organisation, and programme type. Data sources included government websites, e.g. the website of the Small Enterprise Development Agency (SEDA) of the South African Department of Trade and Industry; reports from membership organisations linked to supporting small business development and entrepreneurs, e.g. Aspen Network of Development Entrepreneurs (ANDE); and web searches for programmes offered in the Western Cape, South Africa.

Once the programmes (details of which are in Chapter 4) were selected, permission was sought from each organisation, and interviews were scheduled with the person within each organisation considered the principal curriculum designer, during November 2015 to January 2016. Consent forms were signed to confirm the terms for the organisation and my conditions for engagement (see Appendix 1: Consent form).

3.3.2 Second stage

Three programmes were explored through semi-structured, in-depth interviews with the principal curriculum designer. Documents were supplied by the interviewee to support their explanations.

The semi-structured interview covered areas including their target market; selection and assessment criteria; what enables learners to achieve the learning objectives and business outcomes; reasons for the structure of the curriculum; the roles and relations between learners and staff; beliefs about adult learning; challenges within the programme and how these were overcome; and planned changes for the curriculum and reasons for these changes (see Appendix 2: Interview guide). The questions were not asked in a specified order, and they were asked only if the relevant information had not been offered already through a response to a previous question.

3.4 Data analysis

Engeström's extension of Activity Theory provided the conceptual tools for the first level of analysis of the case data, which identified tensions within and between the activity system elements of each curriculum. Further analysis was conducted utilising Bernstein's models of pedagogy, in order to better understand the key assumptions about learning and knowledge underpinning each of the curricula.

The following describes the steps taken in the data analysis process:

- I transcribed the interviews, assigning pseudonyms for the organisations, and numbers for the interviewees.
- I categorised the data from the interviews and supporting documents supplied into topics and themes, such as selection criteria, assessment criteria, methodologies, philosophy/beliefs, target market, selection, sequencing, pacing, etc.
- These categories were mapped out across the activity system nodes for each case study. This informed the case study descriptions in Section 4.2 below.
- I identified tensions and contradictions within each case study, based on what was evident in their respective activity systems. This informed the comparative analysis in Section 4.3 below.
- I then looked across the case studies to identify similarities and differences between them, in terms of curriculum elements and tensions and contradictions.
- The curriculum elements, and aspects identified in the activity system mapping (e.g. division of labour), were then categorised into the features of Bernstein's models of pedagogy, which brought the data together again within the two pedagogic

approaches. Anomalies were noted, where the case studies did not align to the pedagogic models (see Appendix 4: Three case study curricula categorised within Bernstein's models of pedagogy).

- The notion of continuums arose from exploring the anomalies, to acknowledge the complexity of curriculum design in the context of the programme (see Appendix 5: Potential continuums and questions to inform curriculum design of entrepreneur education programmes).

3.4.1 Analysis part 1: Activity Theory

The interview transcript data and information from supporting documents were mapped out through the various Activity Theory elements for the three case studies. In working through the elements of Activity Theory, they were operationalised in the following ways:

- *Subjects*:
  - the learner (entrepreneur);
  - the staff:
    - learning facilitators – trainers, coaches, mentors,
    - managers,
    - curriculum designers;
  - funders; and
  - SETAs.
- *Tools of mediation (Tools)*, which is the curriculum in general:
  - methodologies;
  - templates, such as worksheets and business models and exercises;
  - equipment, such as office or technical equipment;
  - sequencing of content and activities;
  - pacing of content and activities;
  - selection of content, activities;
  - selection process of learners; and
  - assessment process of learners.
- *Object* – The learning objectives of the programme, to achieve the business outcomes.
- *Outcome* – The strategic business outcomes expected by each programme.
- *Rules* – What are the norms, conventions and social interactions of the programme context (for example, selection and assessment criteria)? This also includes the values, philosophy and beliefs that underpin the curriculum.

- *Community* – The programme community, e.g. staff, learners, etc. Additionally, in a wider sense, the non-profit community, the SMME business development community that each case study is part of, the sector of the industry that each participant's business belongs to, etc.
- *Division of labour* – The roles of, and relationships between, learner (entrepreneur), learning facilitators, and programme managers.

The tensions and contradictions between the elements became evident through this process, particularly the four-way relations to one another as outlined in Chapter 4. The similarities and differences between the case studies were also analysed across the activity system elements, resulting in common themes emerging which reflected features of Bernstein's two pedagogic approaches.

3.4.2 Analysis part 2: Bernstein's models of pedagogy

In mapping the data using Activity Theory, and identifying tensions and contradictions, certain characteristics became apparent in the nature of the classification and framing of the programmes. This enabled me to bring the data in respect of each case study together again, by summarising the findings within Bernstein's models of pedagogy and thus identifying the models and modes evident in the three case studies. This highlighted the tensions between the two models, where an opportunity arose to consider continuums between the various features of the pedagogic models, rather than to create another "ideal" hybrid model.

3.5 Ethical considerations

For the three case studies with which I conducted the second stage of data collection, the identities of the organisations and people interviewed were protected, by using pseudonyms for the organisations, thereby anonymising them.

The following factors presented some elements of risk in this research. The interviews included sharing of confidential information and intellectual property, as well as potentially exposing the vulnerabilities of the developers themselves, as they allowed me to explore their assumptions at a deeper level than perhaps they have shared outside the organisation. Through the course of the interviews, weaknesses or discrepancies in the curriculum design may have emerged, which would reflect negatively on the organisation, hence the need for anonymity.

Additionally, I am employed at a non-profit service provider that offers entrepreneur education programmes within the same target market as the case studies, so interviewees

may have been concerned about potential exploitation of their intellectual property for my employer's benefit.

Due to these considerations, I obtained ethics clearance regarding the following, for the purposes of conducting this research:

- Consent from the service providers to share information with me about their programme.
- Consent from the curriculum developers to share personal views and confidential information during the interviews.
- Confirmation of how anonymity would be controlled throughout the research process, and how the data would be utilised.

I sent emails to the service providers requesting their participation in the study. They responded with the contact details of the principal curriculum designer, who then signed a letter outlining the ethical considerations of the study. Both myself and the curriculum designer signed the letter.

3.6 Validity

I have drawn on two different sources to triangulate my data, the interviews, and the documentary evidence and electronic sources provided by the interviewees about their curricula.

Although our target markets are different, I am a curriculum designer and practitioner in the same field that I am researching, and I therefore had to be sensitive to any bias that arose when I was conducting the interviews and analysing the data. I did this by sharing my assumptions and reflections with my supervisor to ensure that they weren't coming from a biased position of knowing the field as I do. Instead, I found myself being more fascinated and curious about what I was exposed to, as within my work I am continually exploring ways to develop our curriculum, and we are in the early stages of development. I found it more challenging to have an opinion about the results, in terms of their meaning and implications for curriculum design, which for me speaks to my ability to control my own bias and to bring the "beginner's mind" to the study.

Chapter 4 uses the Activity Theory to describe the case studies, and Engeström's notion of tensions and contradictions to compare the data. Chapter 5 draws on two key concepts from Bernstein, his pedagogic models and his notion of regulative discourse.

4. Surfacing key themes through Activity Theory

This chapter outlines the results of the initial desktop survey and selection of the three case studies, which are then described and mapped according to Activity Theory. This is followed by a comparative analysis where themes, similarities and differences within and between case studies are explored, and the tensions and contradictions are outlined.

4.1 Entrepreneur education survey

The first stage of data collection involved a desktop search to identify the entrepreneur education programmes available in Western Cape province, South Africa, in terms of their target market, type of organisation, and type of programme. The process of creating and categorising the programmes enabled the emergence of appropriate case studies to explore in more detail. I wanted to understand curricula that were offered to entrepreneurs (previously disadvantaged individuals) from different industries. Also from within TEA, from start-up to their first three years of operation. I chose to select programmes that were at least one year in duration, as my assumption was that this would include more in-depth programmes where the organisation developed a relationship with the learner and witnessed change occurring in the learner and/or within their business over a period of time.

4.1.1 Findings from the survey

There were nine organisations located in the Western Cape, with the target market of previously disadvantaged individuals in the start-up and early stage of development, offering a programme for a minimum of one year.

I invited organisations to participate that were actively running programmes at the time of the survey, totalling seven providers. Two organisations declined the invitation, hence starting with five organisations.

4.1.2 Selection of case studies

Each of the five programmes were unique in terms of their target market industry sector, learning objectives and business outcomes, and the programmes appeared to comprise varying unique curriculum elements in terms of methodologies, structure, etc.

One organisation's interview was deemed too vague, due to the level of the interviewee's knowledge about the curriculum design, and one organisation was not available for interview within the time I had available.

4.2 Case study descriptions

Three case studies are the focus of this study. All the case studies focus on non-profit organisations providing enterprise development programmes to micro and small businesses in the Western Cape, South Africa. The target market is previously disadvantaged individuals who are running a business, as outlined in Chapter 3. The biggest difference between the programmes is the industry in which the target market operates, as outlined below. I have given pseudonyms for the case studies, to ensure the confidentiality of the programmes involved. The pseudonyms are derived from what I assume is the space that the learner would predominantly inhabit while running their business, hence a key pedagogic space.

4.2.1 Case Study 1: STUDIO

The first case study, hereafter referred to as STUDIO, is a non-profit organisation based in Cape Town's city centre, supporting the needs of creative businesses in the Western Cape. Beneficiaries include anyone running a business which involves 2D or 3D design, for example a ceramicist, illustrator, wire artist, basket weaver, candle maker or textile designer. STUDIO has three initiatives where it engages with beneficiaries which support the access, creation, growth and development of products, and target markets for businesses.

The market support initiative enables designers to exhibit at national and international trade shows and advises on export opportunities. The product support initiative guides designers on technical skills and machinery use, to refine their product. The business support initiative offers public "drop-in" workshops on topics of sales and marketing, financial management, exporting, and vision and strategy. The business support initiative also offers a one-year entrepreneur education programme, which is the key focus of this study. The programme consists of individual coaching sessions, optional workshops and market exposure opportunities. Learners on the programme have preferential opportunities to engage in all three initiatives. The programme is delivered at the organisation's premises in Cape Town's city centre.

The process of the entrepreneur education programme starts with selecting applicants who have demonstrated commitment through their engagement with the organisation, through the three initiatives. Potential candidates for the programme are self-employed business owners who make products or use their creativity with the intention of generating profit or an income, through "growth-directed" businesses. Candidates for the programme include different types of product designers, described by the interviewee as "the guy on the street corner who is a beaded wire artist, who is a subsistence person, to a tertiary-educated person exporting their products to the northern hemisphere".

The only criterion specified by the funders is that they require 80 per cent of learners to be previously disadvantaged individuals; other than that, the funders have not specified objectives to be included in the curriculum design. The application process starts with submitting an application form. An interview is then conducted by the programme manager, where the business and the business owner are assessed for readiness for growth, through plotting the current reality of the business on the Business Wheel (described below).

Once the candidate is accepted onto the programme, the learners set their own outcomes for success by creating an individual development plan. A popular desired outcome is entry to the retail programme, which includes running a shop in a busy retail area with peers for three months. The programme is focused on achieving learning objectives defined by the interviewee as the following:

- Shifting the mind-set of the learner, from "trader" or "designer" to "business owner" in order to understand how to grow their business.
- Developing self-directed learners who are able to set goals and work towards them.
- Improving knowledge of business elements.
- Understanding the interconnectedness of business elements, e.g. how all the business wheel elements influence one another.
- Raising self-awareness and business awareness.

The learner is matched to a coach whose coaching approach is aligned to the learner's development needs and intended outcomes for the programme, which is defined in an individual development plan. In the following quote, the interviewee describes an example of the relevance of matching a coach to a learner:

> So (coach A) sees someone who we have worked with for years … She came to us when she could crochet a few things, and she has really grown enormously, but by anyone else's standards it has been a very slow growth, five years. Her product has grown and she still can't do her costing and pricing on her own. But her coach is (coach A), because she can actually 'hold' her and maintain her emotional stability. She has a hectic life. So the coach can be gentle with her, while everybody else is 'on her case'. Whereas someone else who is much more business-oriented will work so well with (coach B), because they are focused on moving and 'getting the job done'. The matching is very important.

The coach assists each entrepreneur to raise awareness of what is currently going on in their business, and to choose actions towards goals defined by the learner, which are aligned with their individual development plan. The learner has regular coaching sessions during the programme. In each coaching conversation, the learner defines their next

actions to take, based on their goals and plan for their business, then in subsequent sessions the learner reflects on their actions taken and plans the next steps ahead. The process is therefore emergent, relying on the learner to engage with increasing their awareness, in order to skilfully plan and implement as they learn how to grow their business. The methodology of coaching is employed to ultimately engage mind-set and behaviour, such that the learner can access their full potential, and thus grow their business accordingly.

The manager holds multiple roles of project manager (with the assistance of a coordinator), assessor, monitor and evaluator of all aspects of the programme, and *ad hoc* informal mentor. The manager is also the curriculum designer, who consults with internal and external peers to inform the design of the programme.

Meetings between learner and programme manager are held approximately every quarter. The manager takes the role of assessor, explores the learner's progress towards their individual development plan, and assesses and recommends ways forward. This may include attending the optional public workshops, or receiving support through the market and product initiatives, as outlined above. Other than the regular coaching sessions, the sequence and pace of activities is driven by the learner with guidance provided by the learning facilitators (coach, trainers) and the manager, in order to align to their individual development plan.

Formative assessment procedures are utilised within this programme. Evidence of "movement" or growth of the business or the learner is monitored through the quarterly meetings, using the Business Wheel. This includes monitoring commitment to the coaching process and implementing actions towards achieving goals. Assessment processes also include monthly coach supervision meetings between coaches and the manager, where the manager receives feedback about the learners, which informs the manager's assessment conversations with the learner.

STUDIO features two core "tools" for tracking progress, the Business Wheel and the Individual Development Plan, both designed by the organisation. The development plan specifies the learning agenda of the learner, and is also informed by assessor recommendations made by the manager in their quarterly meetings.

The Business Wheel, similar to Figure 2's depiction, is used to illustrate the interconnectedness between what STUDIO considers to be core business elements. This enables a holistic view, and raises awareness of the state of the business. The interviewee explains that with this tool, the learner can self-assess, set time-frames and goals that

enable growth, and ensure they remain "on vision". They are learning how to plan, and how to think in multiple perspectives. They are learning to plot their current reality, identify issues, and where there are opportunities to enable growth going forward. The learner and the coach use it as a reference point for coaching conversations. The learner and the manager use it as a reference point for monitoring the progress of the business during assessment conversations. The wheel is used to continuously inform their individual development plan.

Figure 2 The Business Wheel

Source: Adapted from STUDIO's website

In STUDIO's literature about the Business Wheel, the equal importance of all eight elements of the wheel is highlighted. The way to utilise the tool is to rate themselves and their business from one to ten, in each segment. Ten represents strength, and one represents more attention is needed to improve and/or grow the respective area. In planning ahead, a rating is chosen to represent the current reality, and a further rating is chosen to represent their desired reality, within a chosen time frame. This encourages future planning for business growth, while identifying their support needs and action steps. It underlines the principle that the entrepreneur is the driving force behind their business, in all elements.

The interviewee (curriculum designer) created the Business Wheel as the core learning tool of the programme, from her experience:

> In a lot of business training that I was witness to, it was isolated, disconnected workshops run by disparate facilitators who nobody knew what the other person was saying, or what methodology they were using. So my experience of it was that people were walking out and not seeing the connection between marketing and financial management, or marketing and their product, or product and strategic vision, or vision and financial management – and all of these things are interconnected and cannot be separated from each other.

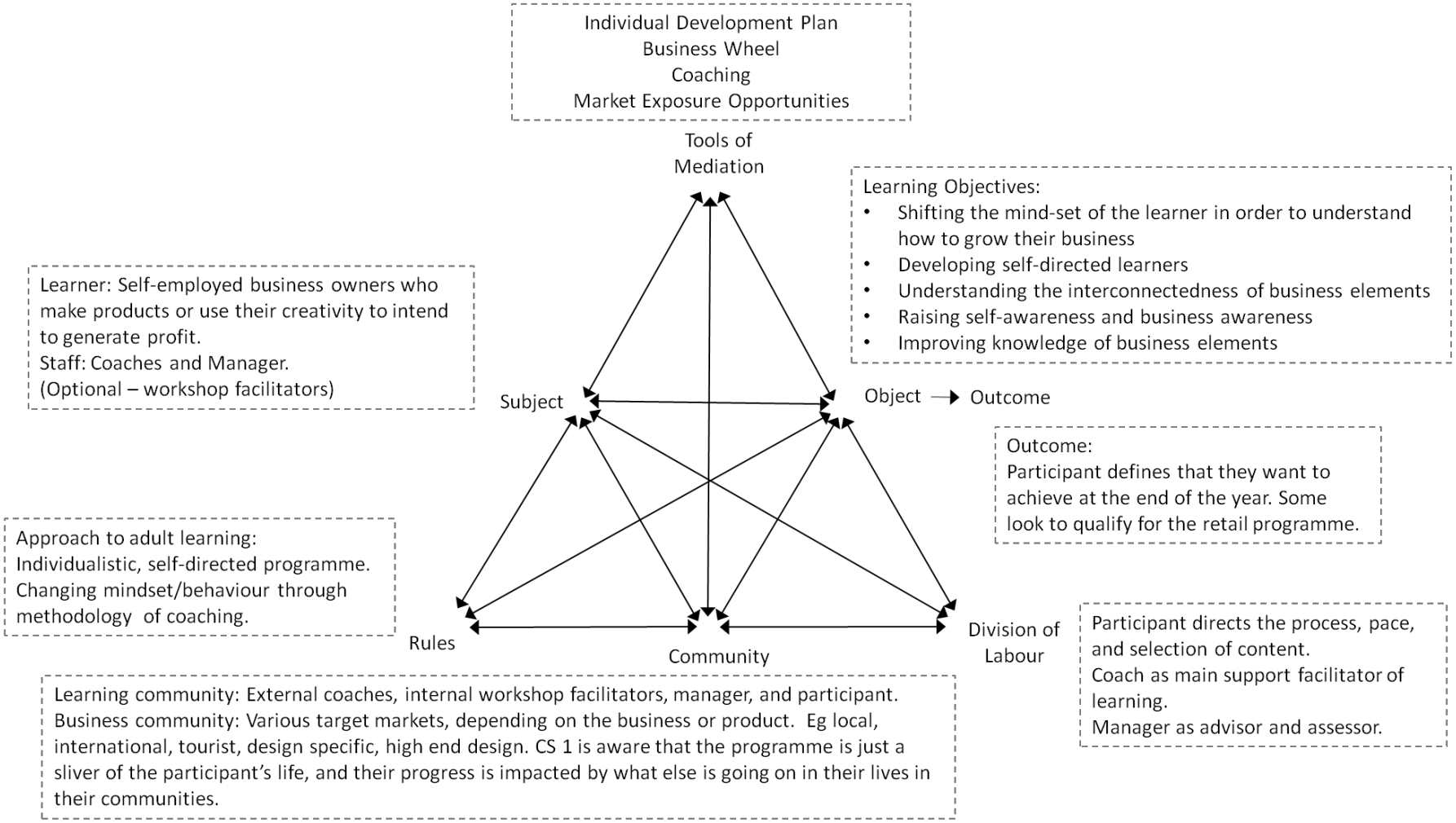
STUDIO's interviewee states that the entrepreneur education programme takes a self-directed learner-centred approach, and that the learner engages with them for a life-long journey, "they never graduate". As long as they are running a business after the one-year programme, they are welcome to continue accessing support through the market and product initiatives, as their business grows. The following core belief underpins the programme, as stated by the interviewee:

> Creativity is not just about the product, it is not just visual [*she is referring here to the actual product that they create, e.g. vase*], it is about the ability to think creatively, and as a small business owner you need to be able to think creatively all the time about every aspect of your business, because you are actually problem-solving all the time.

A challenge that has been recognised by the interviewee is that while some learners appear to offer a relatively sophisticated product and can produce in quantity, they are not making a significant enough profit in their businesses, but are operating at subsistence level. This impacts on their ability to "think past the next day" and to plan for growth, to think creatively. This is addressed through the process of coaching described above. Coaching focuses on the learner and their relationship to their business, more than on the business itself, in an individualistic process, designed to encourage the learner to develop their internal volition in order to understand and grow their business.

The Activity System diagram in Figure 3 illustrates all the curriculum elements of STUDIO and how they relate to one another.

Figure 3 STUDIO curriculum plotted on the activity system



4.2.2 Case study 2: OFFICE

OFFICE is a non-profit organisation, operating nationally as an entrepreneur education provider, through an incubator programme for 100 per cent black-owned businesses. Their aim is to support businesses through their incubator programme, so that they emerge as independent, viable businesses. There are currently eight branches located in major city centres and rural areas across South Africa. OFFICE offers a three-year entrepreneur education programme consisting of training, mentoring, subsidised shared office facilities and services, and facilitated access to procurement, finance and networking opportunities. During 2015, there were 301 learners on the incubator programme nationally.

The learners on the programme are black business owners who find value in locating their business premises at the OFFICE branch, and/or utilising their services. They can be a "start-up" business, as long as they can show they have thought it through and they have fulfilled the legislative requirements for a business, e.g. business registration, tax clearance certificate, etc. This attracts a variety of businesses from industries such as electrical engineering, construction, cleaning, architectural design, project management, event management, mining, transport, etc.

The programme starts with a selection phase, followed by a three-month pre-incubation stage (ignition phase). Potential candidates then go through an assessment for acceptance onto the full incubation programme, which takes place over three years and consists of three phases – "integration, graduation feeder and graduation".

The summary below outlines the programme, as explained by the interviewee and the OFFICE programme literature.

4.2.2.1 Selection phase

The selection phase includes completion of an application form, and a business validation questionnaire. The questionnaire results illustrate the "business viability": if they meet certain benchmarks they are invited to an orientation session. The orientation session occurs at the candidate's nearest OFFICE branch, where they get an overview of the programme, fees, expectations, etc. Then credit and criminal checks are conducted and assessed in terms of business risk. An interview is conducted by the regional manager and the business development manager, to ensure that they are a sustainable business, with the legislative requirements for a business. A psychometric assessment is conducted which looks at cognitive ability, potential, attention to detail, alertness, and perception. This assessment illustrates the candidate's potential for meeting the learning objectives

of the programme. Finally, an assessment panel determines whether the candidate can join the pre-incubation phase.

4.2.2.2 Pre-Incubation phase

Successful candidates sign a pre-incubation agreement and pay the deposit towards the pre-incubation fee of R1 950 for three months. The purpose of the pre-incubation phase is to test the viability of the candidate's business and to assess the entrepreneurial capabilities of the candidate. The candidate attends workshops to research, prepare and present a feasible business plan that will provide a basis for their development during the incubation phase. They also have limited access to the facilities and the branch manager, who provides assistance as needed. Workshops include the following:

- A two-day "boot camp" consisting of business validation activities, such as conducting market research surveys; and
- a SETA-accredited "grow your business" training course, which goes through the methodologies of the business plan.

At the end of the pre-incubation phase, candidates present their business plan and "boot camp" report to a selection panel, demonstrating their potential to meet OFFICE's defined programme outcomes. This informs the decision to determine their suitability for the full incubation programme.

4.2.2.3 Full incubation phase

Full incubation can be resident or virtual, based on whether or not the learner requires a dedicated workspace. During the full incubation phase they receive training and individual mentoring while running their business from either the incubation premises or within the local area of the OFFICE branch. During this time they also make use of services provided, such as bookkeeping, reception, internet, office facilities, etc.

The managers meet with the learners individually on a regular basis to assist with business development. The selection of the training topics and their sequencing are informed by the elements required in a business plan. According to the interviewee, the business plan is the "golden thread that runs through the entire curriculum … the living and breathing blueprint of the business". This document is continually developed through various activities, to address the strategic direction of the business. The plan is used developmentally by the learner with their mentor, and during assessment. It also informs their individual development plan. The programme highlights the importance of the business plan and analysis, legal compliance, and developing an understanding of how to grow a business.

A high level of compliance is expected to result in achieving the business outcomes of the programme. The process to achieve those outcomes is structured and the sequence is pre-defined. In full incubation, they go through "supplier gap analysis" where the gaps in the business are examined, and they collaborate with the supplier development manager and the regional manager, to ascertain how they can fill these gaps before they go any further. After that is "sales and marketing", which builds on the market validation exercise from the pre-incubation "boot camp" course. Then they do "finance for non-financial managers", and then "HR" which takes them through the employee life cycle, from basic conditions of employment to legislation on how to write an employment contract. The interviewee emphasised that "the classroom learning has to be interactive and relatable, where they are able to apply that as quickly as possible from theory to practice".

The following are mandatory requirements during full incubation:

- cooperation with the Enterprise Development Manager in the development activities required for the business;
- participation in the mentoring programme; and
- submission of financial records to the incubator bookkeeper by the 5th of each month or, if the learner has their own bookkeeper, submission of management accounts of acceptable quality by the 20th of the month.

The learners go through formative assessments throughout the programme. The SETA-accredited courses include these, and they occur at the end of each phase of the programme to determine their readiness to progress to the next phase. As highlighted by the interviewee, "In incubation it is continuous learning, continuous management and continuous growth." There are three phases in the full incubation programme:

- *Integration (12 months) and graduation feeder (9 months) phases*: The learner accesses procurement and finance opportunities within the market and develops their business according to their business plan. There are ongoing activities to assist in the development and growth of the business.
- *Graduation phase (12 months)*: The focus shifts to graduation from the incubator. Attention is given to a reality check of what infrastructure is required to operate the business on a stand-alone basis. Assistance is offered to the graduating learner to secure funding arrangements with finance service providers once they have graduated to ensure they have funding lines available to them for expansion and growth.

Graduation ceremonies and awards functions are held to acknowledge and celebrate the learners who have graduated during the year. A national awards function is held annually

to determine the winners in various categories of business performance. Post-graduation support is provided through mentoring, networking and marketing events, assistance in accessing finance, and workshops on personal and business development.

The staff include full-time internal personnel and external service providers. The internal staff comprise the curriculum designer (who is also the training and development manager) and branch managers (who also fulfil the roles of assessors or advisors for learners). External service providers include mentors and workshop facilitators.

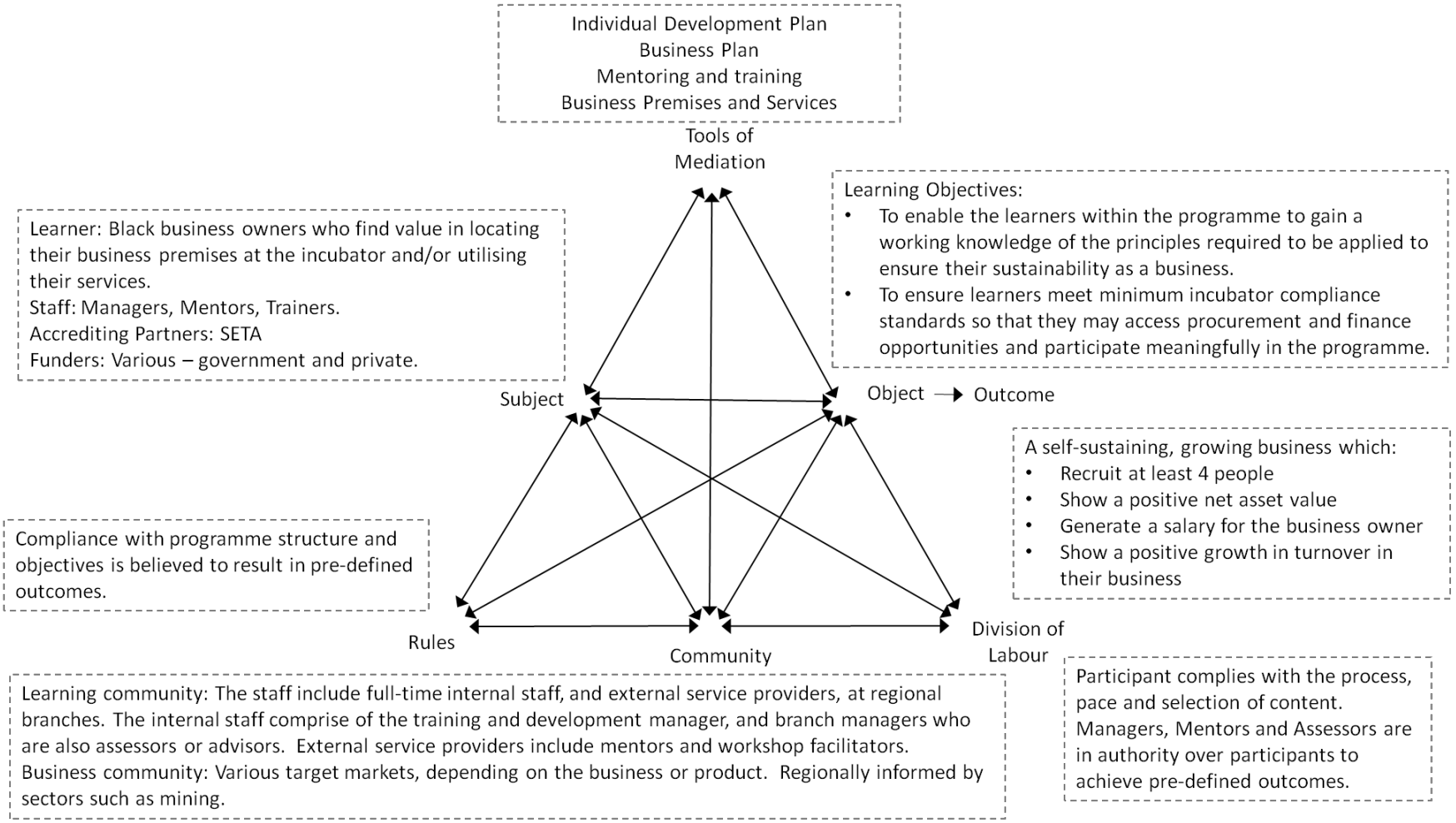
The funders seem to significantly influence the curriculum design. Their desired results influence the selection criteria by defining the legislative requirements and demographics of the learners selected. They also define the programme outcomes – each participant must:

- recruit at least four people;
- show a positive net asset value;
- generate a salary for the business owner; and
- show a positive growth in turnover in their business.

In order to reach these business outcomes, the programme is designed to achieve the following learning objectives:

- *During pre-incubation*, the learning objective is to enable the learners within the programme to gain a working knowledge of the principles required to be applied to ensure their sustainability as a business. This is done through training on the following topics: creating a business plan; compliance with SARS requirements, the Companies Act, the Consumer Protection Act, and Broad-Based Black Economic Empowerment (B-BBEE) legislation; and financial record keeping.
- *During incubation*, the learning objective is to ensure learners meet minimum incubator compliance standards so that they may access procurement and finance opportunities and participate meaningfully in the programme. This is done through the SETA-accredited courses such as supplier development gap analysis, HR training, finance for non-financial managers, marketing and sales. The SETA-accredited courses expect to see "contextually demonstrated end-products of the learning process".

Figure 4 OFFICE curriculum plotted on the activity system



The interviewee states that "Attitude drives everything." The business development team try to foster a positive attitude in the learners, while assisting them to understand the "world of business" in terms of time-keeping and attendance, etc. However, the programme assessment process is focused on the development and evidence of "technical harder skills" that are required to run a business, and the business development team "brings the heart through their support". OFFICE focuses on changing mind-set through the role of the incubator manager, rather than through the formal methodologies of the programme. The emphasis in the learning process is explicitly on the business itself rather than the business owner. Interestingly, they are looking to restructure the curriculum to include more soft skills, IT skills and basic finance skills.

The Activity System diagram in Figure 4 illustrates all the curriculum elements of OFFICE and how they relate to one another.

4.2.3 Case Study 3: WORKSHOP

WORKSHOP is a non-profit organisation operating nationally to develop skills in the furniture and wood products manufacturing industry. There are currently seven branches located in major city centres and rural areas across South Africa. The WORKSHOP programme offers vocational skills development courses, and a two-year entrepreneur education programme consisting of training, mentoring, business premises and services, and access to technical machinery. The organisation was started in 2001, and has been running the programme since 2003. During 2015 there were 103 learners on the programme.

The target market includes unemployed or retrenched people with a passion for or interest in furniture manufacturing and who have some experience in running and managing a business, existing and start-up small and micro enterprises, and individuals working in the industry who want to start their own business.

The staff comprise full-time internal personnel, and external service providers. Internal staff members include the curriculum designer (who is also the Chief Operating Officer), branch managers (who fulfil additional roles of assessors or mentors for learners), and technical "on-the-floor" mentors. External service providers are workshop facilitators for the SETA-accredited courses.

The major funders of the programme would like to see results for the contributions they make. Their desired results inform the programme design in terms of rules of selection, assessment, and the focus of the learning objectives and business outcomes. This is highlighted by the interviewee:

> As a developmental organisation we are looking to develop the businesses, but we also have to be cognisant of what our funder wants. I think that's probably why you find a lot of the developmental organisations or incubators don't spend a lot of time in terms of developing curriculum frameworks, they spend more time on how best can I meet the objectives of my funder, and in turn, develop my client's business. I think that's probably where they have to weigh these up.

One of the key learning objectives is that there should be one person in the business who has achieved a "level" qualification in technical skills, for example an NQF Level 2, 3 or 4 in terms of machining. Also they should leave with a "New Venture Creation" qualification in small business development (SETA-accredited).

WORKSHOP's programme literature outlines that the business outcome of the programme is to ensure entrepreneurs survive the start-up phase and become confident in their practical business knowledge, with a sound financial footing, to run an independent business.

The interviewee outlined the programme:

> There are three stages to the programme – Pre-Incubation, Incubation, and Post-Incubation. Throughout these stages, the learner takes part in assessments, and co-creates development plans with the learning facilitators. Each stage has compulsory aspects to complete, in order to move on to the next stage.

The selection process starts with submission of an application form and a business concept or plan, to understand what the candidate is trying to achieve in their business. An entrepreneurial self-assessment is conducted, fundamentally looking for an internal locus of control, achievement drive, motivation, goal orientation, etc. "If an internal locus of control is not present, the chances of success are very little." Then a technical assessment is conducted to establish technical skills. For those who do not have industry-specific experience, ten days' technical training is provided during pre-incubation with a technical assessment at the end. If a candidate doesn't have the aptitude to work with their hands, or on the machines, WORKSHOP's entrepreneur education programme is not appropriate for them. "We are not saying that person won't be an entrepreneur, they just won't be a manufacturing entrepreneur."

4.2.3.1 Pre-incubation stage

During pre-incubation, a three-month agreement is drawn up, and payment is 10 per cent of turnover. The agreement includes a development plan with milestones, and some compulsory legal business requirements are specified. The plan includes a technical skills

audit and a business management audit. The managers have a minimum of two mentoring sessions, through to conducting mentoring every two weeks for the duration of pre-incubation, depending on the needs of the business. The potential learners for incubation are assessed at the end of this stage by a national committee comprising the COO, CEO and the senior manager. The centre manager is consulted on details to assist in the decision-making process. The committee looks into reasons behind evidence and activities (for example, why someone is repeatedly late, or has a judgement for unpaid debt against them), before making a decision on whether this inhibits them from being selected for incubation. The committee may recommend more time in pre-incubation to reach certain milestones (for example, that a certain number of sales are required, based on the potential the learner has shown so far), before the learner can be considered for incubation. "During pre-incubation we are testing whether someone has the potential to change their mind-set from survivalist to entrepreneur, with a bigger vision and growth potential."

4.2.3.2 Incubation Stage

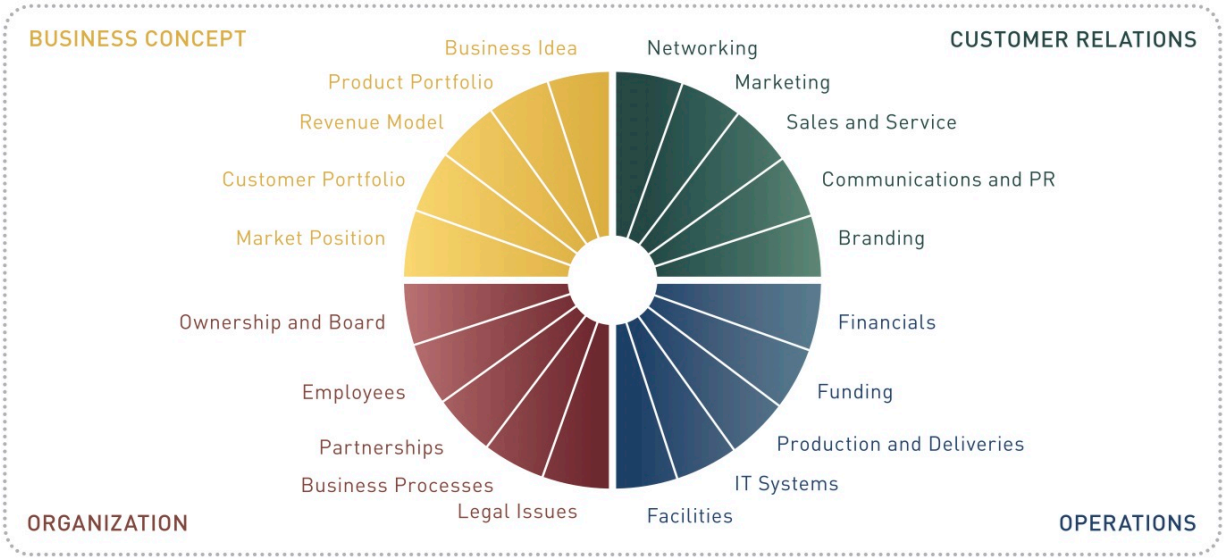
Once in incubation, a two-year agreement is drawn up, with a new development plan. The fee is R1 250 monthly, or 10 per cent of turnover, whichever is greater. The belief is that the higher the turnover, the more the learner has made use of the facilities.

The learners get a minimum of eight hours of individual technical mentoring and four hours of business mentoring per month. There is also a minimum of one networking session per month for them, which is usually a group networking session. The learners receive advice and guidance while "learning on the job" as they go about their daily business in the workshop space provided by the programme. According to the interviewee, "Critical factors to succeeding include being able to differentiate between business and personal issues, and maintain boundaries with staff."

WORKSHOP uses the "GrowthWheel", an international tool designed for incubators, described on the vendor's website as a "visual toolbox for decision making and action planning for start-up and growth companies" (GrowthWheel, 2016). It focuses on building customer relations, maintaining profitable operations, establishing a strong organisation, and creating an attractive business concept. It essentially includes the same elements as the Business Wheel from STUDIO; however, it specifies 20 topics, with guidelines, worksheets and articles (see Figure 5), and is claimed to be "an action-oriented process that stays true to the way most entrepreneurs think and work" (GrowthWheel, 2016). It is used developmentally by the learner with their mentor to define action steps and deadlines, and also as an assessment tool. The wheel is used to inform their business plan and their individual development plan. The GrowthWheel® is an integral part of the

curriculum content, in terms of guiding how to grow the business according to the learner's current stage of business growth. This is in addition to the SETA-accredited courses.

Figure 5 GrowthWheel® utilised by WORKSHOP



Source: GrowthWheel (2016).

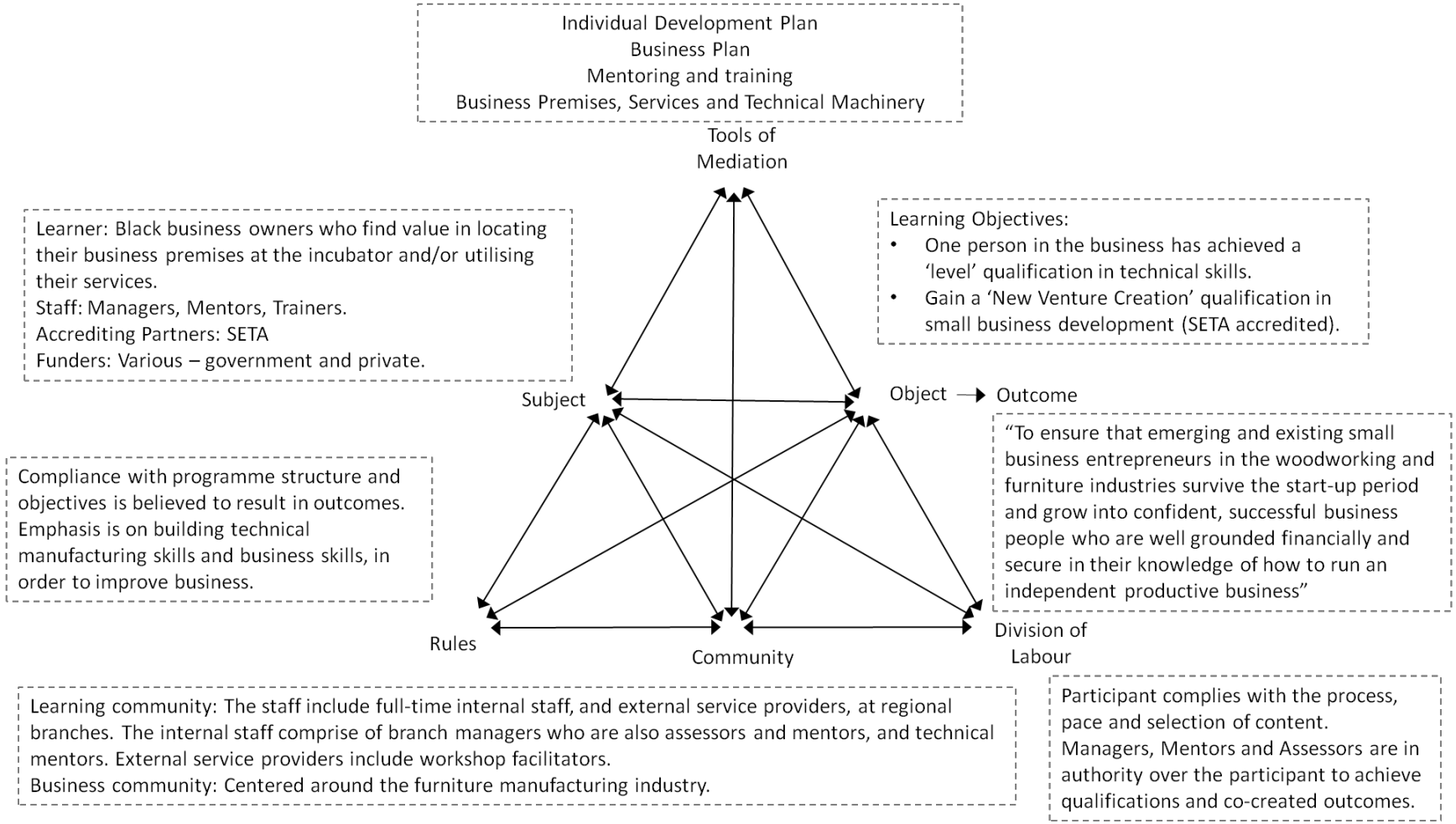
The Growth Wheel® as outlined on their website (GrowthWheel, 2016):

> GrowthWheel was designed around the observation that all businesses – in all industries and life stages – have four lasting challenges in common: They must create an attractive Business Concept, build a strong Organisation behind it, develop lasting Client Relations, and do so while maintaining profitable Operations.

The website claims that "For the business advisor, the absolute flexibility of the toolbox means that it can be fully adapted to existing advisory tools and client needs, and it can even be used by clients themselves, thereby saving time for the advisor" (GrowthWheel, 2016).

The entrepreneur education programme agreement includes a lockable workshop space of approximately 30 square metres; access to the technical machines; and the use of bookable boardrooms, receptionist services, and a canteen. There are other paid services; for example, learners are given a telephone code to make calls allocated to their monthly account.

Figure 6 WORKSHOP curriculum plotted on the activity system



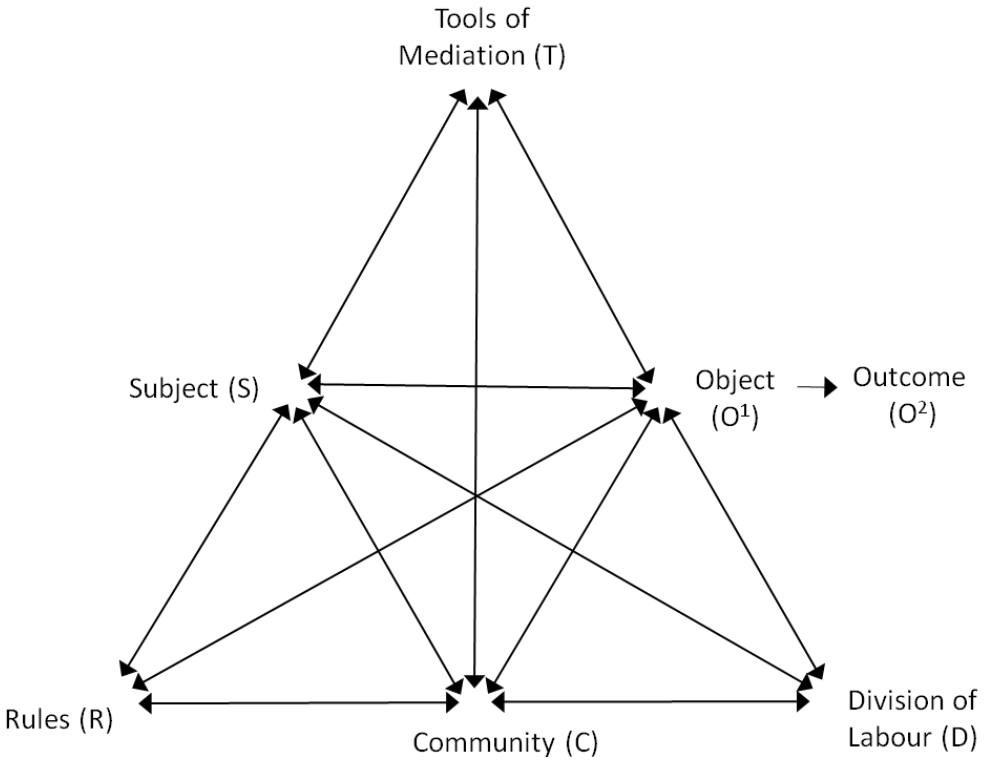
WORKSHOP focuses on changing mind-set and behaviour through the influence of the mentor (centre manager). There is group training and networking, with individual mentoring, and thus collective learning forms part of the learning process. The programme emphasises technical and business skills more than specific strategic business growth targets.

The Activity System diagram in Figure 6 illustrates all the curriculum elements of WORKSHOP and how they relate to one another.

4.3 Comparative analysis using Activity Theory

The comparisons below outline differences and similarities within and between the three case studies. The analysis is organised in significant themes that arose, in terms of the relationships within and between activity system nodes. I identified and compared aspects which characterise the pedagogic approach within each case study. Within each section, contradictions and tensions within some (but not always all) of the case study curricula are identified, as described in Chapter 2. The initials in brackets refer to the activity system nodes relevant to the specified aspect of the programme (see Figure 7).

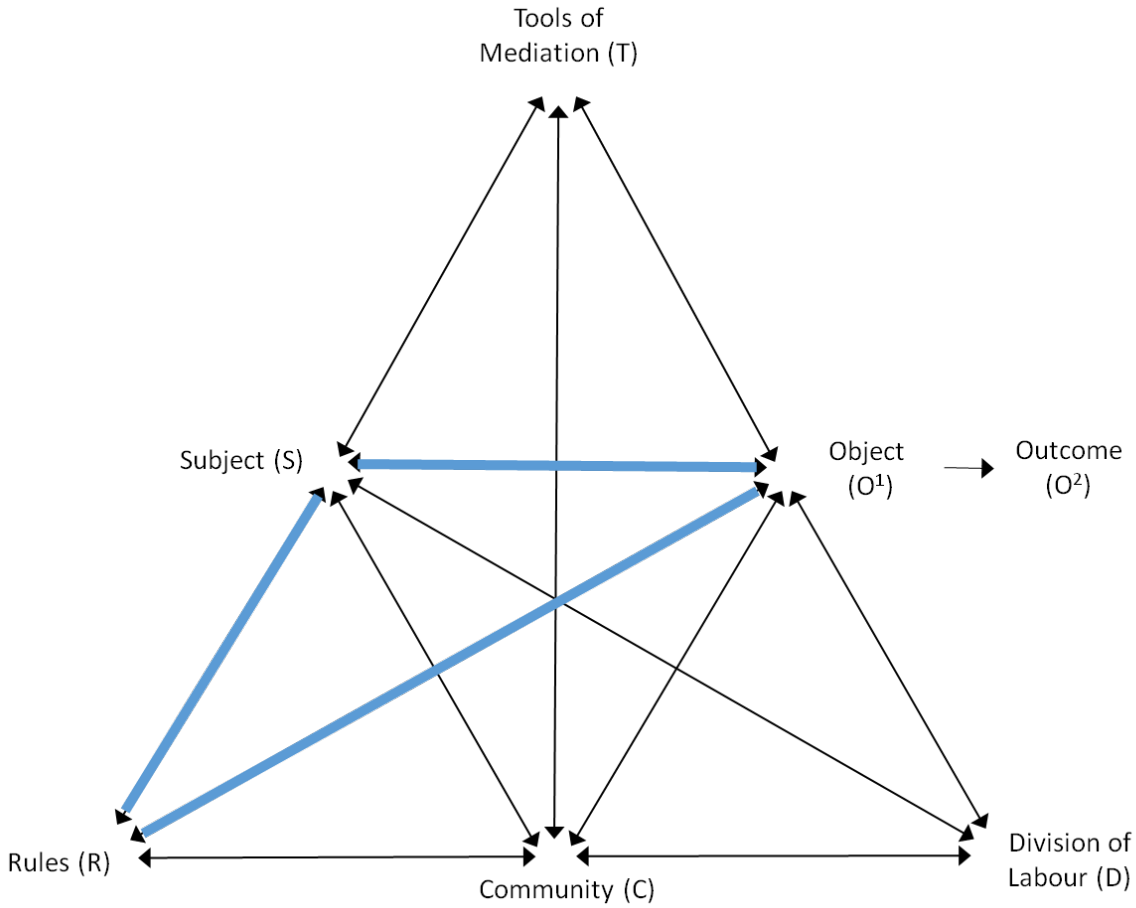
Figure 7 Activity system nodes with initials



4.3.1 Subject (S) – Rules (R) – Object (O^1) – Outcomes (O^2)

These four nodes in the curriculum activity system refer to the relationships between the motivation and disposition of the learners (subject); the rules, norms and beliefs within the activity system (rules); the learning objectives (object) and the business outcomes (outcome) (Figure 8).

Figure 8 Relationships between S-R-O^1-O^2



4.3.1.1 The relationship between candidate (potential learner) dispositions (S), learner selection criteria (R), the learning objectives (O^1) and the business outcomes (O^2)

OFFICE and WORKSHOP utilise an application phase with various steps as the initial filter, followed by a pre-incubation phase to do "real-time" assessment through observing qualities of commitment, engagement and the ability to respond to learning opportunities. STUDIO has a simpler application phase and no pre-incubation phase. STUDIO takes into consideration the qualities mentioned above through a candidate's interaction in public workshops (training) and other events, prior to their application to

the programme. STUDIO's approach to the selection process is more subjective and focused on perceived potential for growth, and has less explicit criteria than OFFICE and WORKSHOP, as outlined below.

For STUDIO, the internal locus of control is subjectively assessed by the programme manager during selection, to determine whether they have enough of an internal locus of control to effect change in their businesses and learn through the programme. Locus of control is a difficult quality to measure, so there is a risk of greater inaccuracy due to the informal nature of the assessment. The learner's locus of control is specifically engaged with in coaching to drive progress towards their individual learning plan, so this may minimise the risk of an internal locus of control not being strong enough, if this was inaccurately assessed during the selection phase.

Contradictions between nodes (Secondary): OFFICE and WORKSHOP: S–R–O^1–O^2

(a) Candidates are selected based on the likelihood of their ability to achieve the programme's externally defined objectives (O^1), and the likelihood of their business' sustainability and growth (O^2) within the duration of the programme. This limits the type of candidate that can be accepted onto the programme. The candidate or their business may show potential for growth (S), but not to the level of selection criteria within pre-incubation (R), for example informal businesses who are not yet ready or able to formalise their business, due to financial or time constraints. Additionally, the nature of their business may be that a business outcome would not be a relevant indicator of growth, for example, to employ four people.

(b) During selection, OFFICE and WORKSHOP also formally assess for an internal locus of control and other internal qualities (S), through self-assessment questionnaires which result in a score that is measured against an externally defined benchmark (R). Locus of control is "the belief that events in one's life, whether good or bad, are caused by controllable factors such as one's attitude, preparation, and effort" (Grinell, 2016). The tension is in the assumption that the level of internal locus of control required to enter the programme enables them to comply and perform according to the externally defined learning objectives (O^1) and business outcomes (O^2).

(c) For OFFICE and WORKSHOP, the assessment criteria are performance-related, and there is an assumption that if the learner complies with and achieves the performance-related learning objectives (O^1), they will achieve the business outcomes (O^2). These do not explicitly include the internal competencies required of the learner (S), in order to successfully implement their learning and thus obtain the level of expected business performance to be demonstrated at certain milestones during the programme (R). The assessment criteria also do not include factors in the

external environment which may impact on business success, and thus on the expected outcomes defined by the organisation.

4.3.1.2 The relationship between the learner's motivational drivers (S), the assessment criteria (R), learning objectives (O^1), and business outcomes (O^2)

The learning objectives of the curriculum are expected to translate to the ultimate intended business outcomes of each programme. The assessment criteria align to the achievement of the learning objectives and the business outcomes. OFFICE and WORKSHOP's learning objectives and assessment criteria are explicit in the SETA-accredited courses which are part of their programmes, and the business outcomes are explicitly communicated in the programme. STUDIO's learning objectives are not explicit in the programme literature, and the business outcomes are defined by the learner. The assessment criteria are also implicit in terms of the learning objectives, and the interviewee shared that it is discussed with the learner as a requirement to see "movement" towards their defined business outcomes. The learner creates an individual learning plan, which is then used as a benchmark to assess movement towards their defined business outcomes, while the coach and assessor implicitly work with the learning objectives.

STUDIO's learning objectives are predominantly focused on developing the intangible interior motivation and mind-set of learners, in order to achieve the business outcomes defined by the learner. For OFFICE, the learning objectives are focused on business knowledge and skills. The focus is on compliance with OFFICE's externally defined standards of performance of the learner in their role as business owner, rather than on the intangible competencies of the learner themselves.

WORKSHOP's learning objectives focus on the achievement of SETA-accredited technical and business qualifications, although their business outcome does mention internal/emotional qualities. WORKSHOP's literature outlines that the business outcome is to ensure entrepreneurs survive the start-up phase and become confident and secure in their practical business knowledge, with a sound financial footing, to run an independent business.

STUDIO leaves it to the learner to define their own outcomes, which could be intrinsic or extrinsic. As well as working towards business sustainability and growth, many learners are looking to qualify for the retail programme afterwards, which is a self-selected external outcome (i.e. some learners choose this outcome, it is not compulsory for all learners). The learner defines their individual learning plan, and STUDIO then focuses on

building their internal competencies through a coaching approach, in order to achieve their desired outcomes.

OFFICE's outcomes are more extrinsic expectations of the learner. OFFICE's specific business outcomes are to recruit at least four people, show a positive net asset value, generate a salary for the business owner, and show a positive growth in turnover in their business. There are milestones during the programme that work towards these outcomes, which the learner is required to meet in certain timeframes, in order to access potential procurement and finance opportunities facilitated by the incubator.

Contradictions between nodes (Secondary): STUDIO: S–R–O^1–O^2

(a) It is potentially difficult for the learner (S) to focus their efforts towards implicit learning objectives (O^1) with implicit assessment criteria (R) vaguely defined as "movement". Also to progress towards self-defined business outcomes (O^2) when there are no explicit criteria (R) on how to achieve them. The assessment depends on the assessor's interpretation of "movement" and whether they think enough progress towards the learning objectives and business outcomes have been achieved at each assessment meeting (held quarterly).

(b) Although the learner (S) defines their business outcomes, the assessor (S) may expect the learner to achieve more or different outcomes based on their perspective of the learner's business. This creates a tension when the assessor is trying to work with the learning objectives (O^1) of changing mind-set and improving business knowledge, such that the learner can achieve business growth (O^2), as highlighted by the interviewee:

> *STUDIO*: He's been in business for 15 years. He continually complains about cash flow.
>
> *Researcher*: Does he recognise that he has an issue with it?
>
> *STUDIO*: No. So he won't come to one of these workshops – 'You and Your Relationship With Money'. It is a mind-set, entirely a mind-set. We've discussed it with him. We've said to him, 'John [alias], your mind-set is as "trader". You are trading in a craft market. You actually need to move up a notch and become a business owner. There is a difference, and it is about mind-set, it is about your relationship with money, it's about your relationship to your product, it's about investing in your business. All those things, moving on from the old BlackBerry to invest in a tablet. Get yourself sophisticated here.' And he can't do it …
>
> *Researcher*: So this person won't change practice, actually?
>
> *STUDIO*: No, and as much as he wants to, he recognises that he needs to. He comes and he says 'I want to …', but it's like moving a … you know.

4.3.1.3 Relationship between funding criteria (R), the learning objectives (O^1) and the business outcomes (O^2):

Funders influence the curriculum design by their expectations as funding criteria. For STUDIO the funders require 75 per cent of the learners to be previously disadvantaged individuals, and they don't specify any other criteria. This aligns to the approach of the programme in terms of the outcomes being learner-defined.

Contradiction between nodes (Secondary): R–O^1–O^2

In OFFICE and WORKSHOP, funders expect certain business growth, thus influence the selection criteria (R) and business outcomes (O^2). This includes requiring certain business growth statistics in the reporting process such as turnover, profit margin, number of people employed, net asset value, etc. The organisation will thus select learners who show the potential to meet learning objectives (O^1), thus achieve the final business outcomes (O^2) in these areas, by the end of the programme.

4.3.2 Subject (S) – Rules (R) – Tools of Mediation (T) – Object (O^1) – Outcomes (O^2)

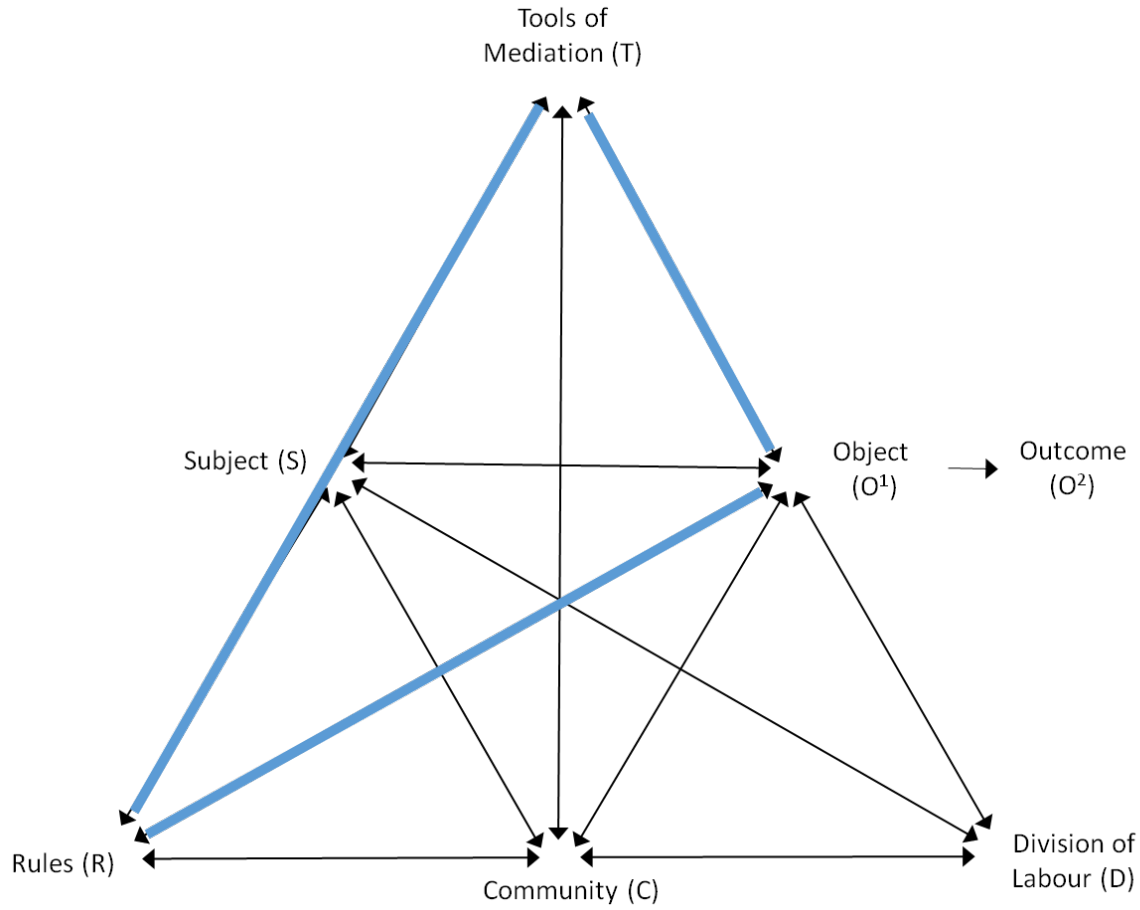
These five nodes refer to the relationships between the motivation and disposition of the learners (subject); the beliefs underpinning the curriculum (rules); and the selection, sequencing, pacing, methodologies, equipment, assessment processes (tools of mediation), the learning objectives (object) and the business outcomes (outcome) (see Figure 9).

4.3.2.1 Relationships between beliefs (R), learner commitment (S) and direct business benefits (T)

The case studies share the belief that direct business benefits included within the programme, such as market opportunities or business premises and services, significantly increase the commitment level of the learner, and the level of practical support within the programme. OFFICE provides business premises and professional services as part of the programme, which bring significant value to emerging entrepreneurs, at competitive market-related rates. WORKSHOP also offers business premises and services with competitive rates, as well as technical machinery, thus providing immediate product or supply chain improvement and the opportunity to improve technical skills.

STUDIO's direct business benefits include options for learners, including preferential opportunities to exhibit at local and international shows, or product support; however, beneficiaries of the organisation do not need to be part of the programme to access such opportunities, so it is not exclusive to the programme. Also, the retail programme following this programme offers retail premises for three months.

Figure 9 Relationships between S-R-T-O^1-O^2



Contradiction between nodes (Secondary): STUDIO: S–R–T

Although STUDIO believes (R) that direct business benefits increase learner commitment, they are all optional for this programme, which may decrease commitment (S) as it still requires the learner to motivate themselves to access the benefit. The one-year wait before being able to access retail premises (T) may be too much of a delayed business benefit to have a significant impact on the learner's commitment (S) to the current programme. Additionally, STUDIO learners do not pay (T) for the programme, which may impact on commitment due to the perceived value of the programme by the learner.

4.3.2.2 Relationships between learner independence (S) and provision of equipment (T), learning objectives (O^1), and business outcomes (O^2)

STUDIO and OFFICE do not focus on specific equipment in order to engage in the learning process, although they both offer support in relation to equipment used for the business. STUDIO offers optional product development support, which includes use of some

equipment. OFFICE provides generic office equipment as part of the incubation services, e.g. desk, computer, internet, printing, etc. WORKSHOP provides specific woodworking equipment, with related training which aligns to the type of businesses the learners are developing.

Equipment is not the main focus of STUDIO and OFFICE; however, it is understandably so for WORKSHOP with learning objectives focused on developing technical abilities. The equipment needed by WORKSHOP learners in order to run their business is typically very expensive, thus in having access to equipment, the learners are being assisted to offer quality products sooner in their business growth cycle, which would ideally translate into more turnover, and thus increase their ability to purchase such equipment sooner than if they tried to do so on their own.

Contradiction between nodes (Secondary): OFFICE and WORKSHOP: S–T–O^1–O^2

OFFICE and WORKSHOP could be creating an unrealistic reliance by the learner (S) on the equipment and related services (T), misaligned to their business growth stage, in order to achieve the level of performance (O^1 and O^2) expected by the organisation.

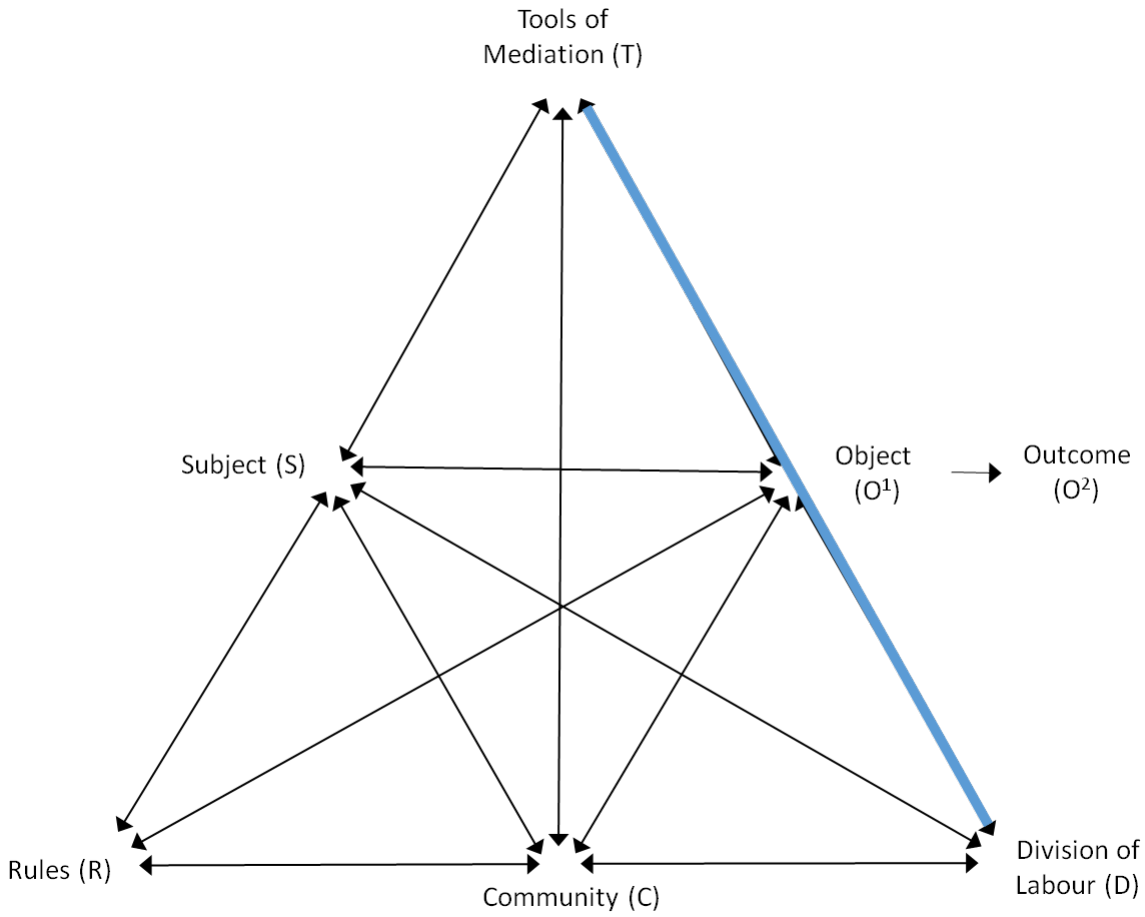
4.3.3 Division of Labour (D) – Tools of Mediation (T) – Object (O^1) – Outcomes (O^2)

These four nodes refer to the relationships between the learner's sense of agency and staff roles (division of labour), selection, sequencing, pacing, methodologies, and assessment processes (tools of mediation), the learning objectives (object) and the business outcomes (outcome) (see Figure 10).

4.3.3.1 Relationships between learners' sense of agency (D); methodologies, selection, sequencing, pacing, methodologies, and assessment processes (T), the learning objectives (O^1) and the business outcomes (O^2)

The development of learners' sense of agency is more pronounced in STUDIO, with the whole approach being more learner-centred and self-directed than the other two case studies. Selection of content in STUDIO is up to the learner, based on what emerges in coaching. OFFICE and WORKSHOP both have compulsory structured and accredited training activities and hierarchy within roles, which diminish opportunities for a sense of agency to be experienced by the learner. WORKSHOP's outcome is more generally defined than OFFICE and thus open to interpretation, which may increase the sense of agency for learners to align with it and specifically define how they will achieve it. This impacts on the knowledge gained by the learners across the case studies.

Figure 10 Relationships between D-T-O^1-O^2



It seems OFFICE's approach to using templates is more outcomes-based, rather than process-oriented as with STUDIO and WORKSHOP. OFFICE assesses the outcome of a business plan, which is drawn up during the pre-incubation phase of the programme and implemented during full incubation, with guidance offered by mentors and assessors on the evidence submitted for the SETA-accredited courses. OFFICE does not use a key tool to guide the learner in self-assessment of themselves or the business, as STUDIO (Business Wheel) and WORKSHOP (Growth Wheel) do. WORKSHOP seems to combine both the use of the tool and the evidence-based SETA assessment process. OFFICE relies on the SETA-accredited courses linked to business plan outcomes.

The coaching in STUDIO is expected to assist learners to recognise what they need to learn through raising their awareness, planning towards achieving their goals, and tracking the actions they have taken, i.e. encouraging the development of self-directed learners. The lack of explicit learning objectives and business outcomes means that the learners lack

key foundational business principles and practices, which (as pointed out above) will impact on the growth of their business. These aspects are instead communicated as recommendations within the assessment process. STUDIO's interviewee, who holds the manager and assessor role, describes this approach as follows:

> So, for example, you get told you need to deal with your costing and pricing, do this workshop, etc. You must go and do your marketing, etc. Whether they actually do it or not is debatable (laughs). In theory that's what they are meant to do.

Contradictions between nodes (Secondary): STUDIO: D–T–O^1–O^2

That the learner has the power to make a choice (D) whether or not to implement assessment recommendations is aligned to STUDIO's emphasis on a learner-centred approach; however, her stating that "in theory that's what they are meant to do" does not align to the chosen methodology of coaching (T), as it does not enforce assessment recommendations, and training is optional. So the assessment recommendations are not supported by a compulsory or appropriate methodology such as training, and are not considered by the learner as criteria to be complied with. Thus STUDIO may not deliver on their learning objectives (O^1) or learner-specified business outcomes (O^2) through the methodologies chosen by the organisation. STUDIO's learners are nevertheless potentially being ultimately more engaged with what they have learnt as they chose what they learn (D), even though they may not have maximised their learning opportunities by omitting some recommended training content.

Additionally, if the learner's chosen outcome (O^2) is to qualify into the retail programme, STUDIO's methodology consists of individual learning experiences (coaching), whereas the retail programme is a collective initiative requiring team and management skills, as well as retail skills in order to run a shop with a group of fellow producers. The methodology and content (T) of STUDIO's programme does not prepare learners for this, and it is not specified as part of the learning objectives (O^1). This causes tension between the learner's individual learning plan and how the programme supports them to achieve it, in terms of entrance to the retail programme.

Contradiction between nodes (Secondary): OFFICE and WORKSHOP: D–T–O^1–O^2

There is a potential tension regarding the higher level of structure in terms of selection, sequencing and pacing (T) in OFFICE and WORKSHOP which may not suit the learning pace of the learner, or may not align with the opportunity for the learner to implement the knowledge gained in business activities timeously. It is also possible that learners from OFFICE and WORKSHOP may experience disengagement through a diminished sense of agency (D), as they attend compulsory training which may not interest them, in

order to comply with learning objectives (O^1). This will impact on how they utilise the knowledge within their businesses, as the learners will want to implement only what they deem important to their business, which may not be a current priority. If it does become a priority in future, they have the information available to draw from at a later stage; however, the ability to retain the learning will diminish as the gap increases between the training and the opportunity to apply their learning in order to impact business outcomes (O^2).

Additionally, the more specific the tools are, such as the "Growth Wheel" template (T) utilised by WORKSHOP, the less agency (D) the learner has in their choices and decisions towards achieving the learning objectives (O^1) and business outcomes (O^2). Even though the tool utilises questions to ignite exploration of a topic, the tool guides the learner to consider pre-defined options, and to choose between particular exercises to engage their thought process.

4.3.3.2 Relationships between roles (division of labour – horizontal), the learning objectives (object) and business outcomes (outcome)

In all three case studies, staff members hold multiple roles, including curriculum designer, manager, and combinations of assessor, advisor, and mentor roles. Those who are trainers (across all three case studies) and coaches (only in STUDIO) hold one role only.

Contradiction between nodes (Secondary): STUDIO: D–O^1–O^2

Staff members have different learning objectives. In STUDIO, the assessor expects progress aligned to the learner's individual learning plan (including business growth) (O^2), and the same person (S) within the manager role (D) expects engagement and compliance in the programme activities which includes the assessment process. The coach focuses predominantly on raising self-awareness of the learner, for decision making and taking actions. The learner may prioritise (D) working with their own wellbeing due to issues identified in coaching conversations, which may lead to dealing with more urgent personal issues before focusing on business outcomes. These objectives will influence how the staff members are engaging with the learner to support them in their learning journey, and may contradict one another (D) in terms of what they consider as the priority (O^1 and O^2). As quoted in the interviewee's description of STUDIO above, where a coach is dealing with a particular client, "the coach can be gentle with her, while everybody else is 'on her case'".

Contradiction within node (Primary): OFFICE and WORKSHOP (D)

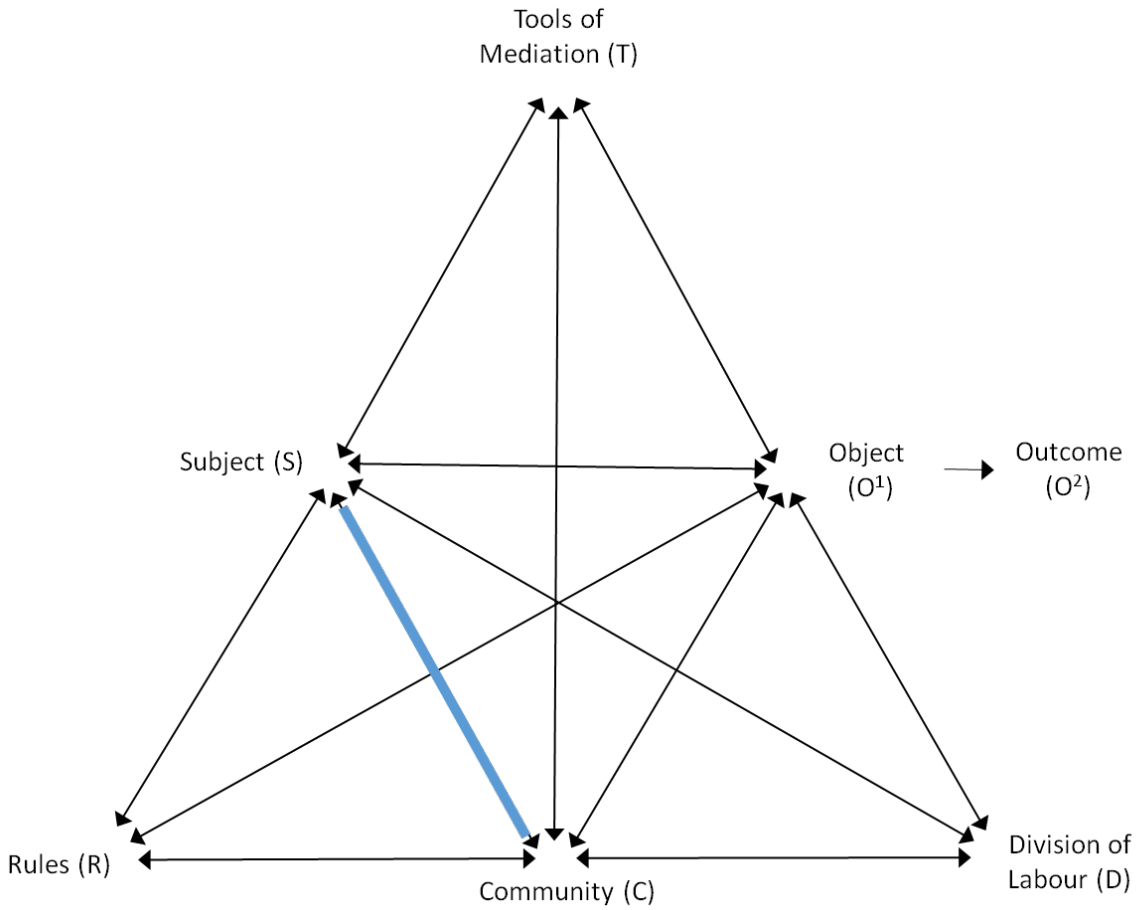
Entrepreneurs are seen as individuals who thrive on the freedom to make their own choices, take risks and drive forward their own agenda (Badal, 2015). Stepping into the

role of "learner" (D) within a programme creates a conflict for entrepreneurs. For example, OFFICE's particular outcome of recruiting at least four people within the business may reduce the power of choice (sense of agency) of the learner regarding human capacity within their business. Additionally, OFFICE and WORKSHOP require a higher level of compliance from the learner in terms of methodology, assessments, sequencing and pacing, which may minimise their sense of agency in the learning process, and cause frustration due to the tension between programme compliance and the business agenda of the learner in their role as entrepreneur (D).

4.3.4 Subject (S) – Community (C)

These two nodes refer to the relationships between the external service providers (subject) and the learning community (community) (see Figure 11).

Figure 11 Relationships between S-C



4.3.4.1 Relationships between external service providers (S) and the learning community (C)

STUDIO utilises external service providers for coaching. OFFICE and WORKSHOP utilise external service provider organisations for trainers, who are qualified to deliver the SETA-accredited course that they offer as part of the programme. OFFICE and WORKSHOP utilise mentoring in order to assist the learner to implement their learning, and to receive guidance from more experienced business owners. OFFICE mainly utilises external mentors, while WORKSHOP's mentors are in-house managers and technical trainers

Contradiction between nodes (Secondary): ALL CASE STUDIES: S–C

(a) The use of external service providers for staff (S) may impact on the dynamics of the learning community, in terms of support networks, and a sense of cohesiveness experienced by the learner. Also, for OFFICE and WORKSHOP, they are national organisations, thus each branch will create its own learning community, based on the individuals and organisations involved in that particular region, hence impacting on consistency across national service delivery.

(b) This will also impact on the type of wisdom and experience shared, with OFFICE's mentors potentially having more "real-world" current experience of running a business, and WORKSHOP's mentors emphasising technical skills of carpentry and furniture-making.

4.3.4.2 Relationship between the community of the business activity system (C-business) and the curriculum activity system (C-community)

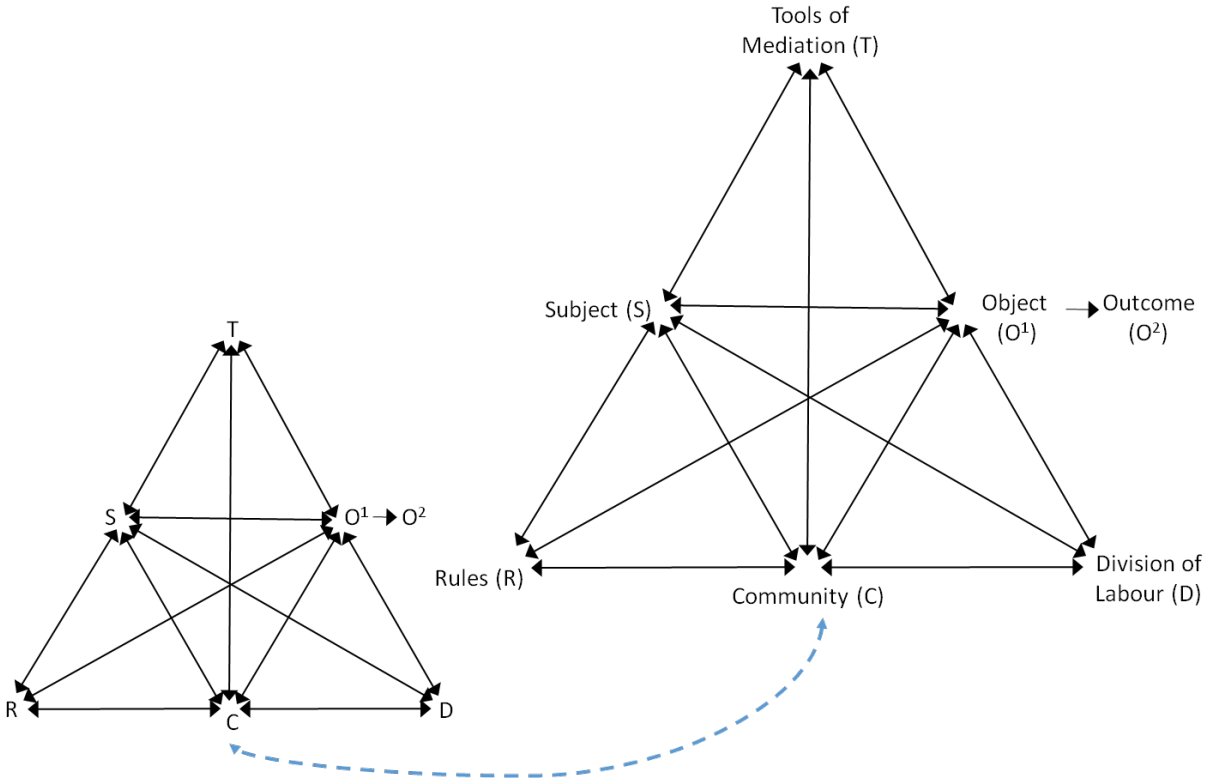
The nature of the business activity system for each Case Study impacts on the whole curriculum activity system. For example, a certain level of technical skills and knowledge is required in order to run the manufacturing businesses which are enrolled in the WORKSHOP programme, thus the learning objectives (O^1) highlight the technical competencies, the tools (T) are aligned to build skills and create products, SETA-accredited technical qualifications are aligned to the sector (R), and learners (S) are selected (R) on their knowledge and ability to create their products, or their capacity to develop their knowledge and ability to achieve the learning objectives (O^1) and business outcomes (O^2). The staff (S) are chosen for their expertise in the wood manufacturing sector, and their level of control and power (D) is demonstrated through teaching these expertise to the learners. For OFFICE, the learners come from a variety of business sectors (S), and thus the curriculum is more generic and selection of content (T) is according to the growth requirements of core business outcomes (O^2). Thus the "New Venture Creation" SETA-accredited course is included here. For STUDIO, the learners are from different industries within the design sector (S); however, the curriculum is not as

influenced by the business sector as there is very little content-specific learning within this programme, hence it is led by a coaching methodology (T).

This highlights the variables within the broader context of each case study's curriculum activity system, based on the business activity system within which each participant sits.

Contradiction between activity systems (Quarternary): ALL CASE STUDIES: C

Figure 12 Relationship of C between the curriculum and business activity systems



The learning community within the curriculum activity system (C- curriculum) is focused on supporting and empowering the learner; however, the business community and/or the culture or society in which the learner resides within the business activity system (C-business) may not be as supportive of the growth of the learner or the business, as we can see in quotes from the WORKSHOP interviewee:

> The cultural differences also play a very important role. And here a typical example is [that] a black female-owned business finds it difficult to grow fast enough, because if she employs male black employees, there is that culture that females have to respect males. So you have that as a big stumbling block. Then the age gap is also one of the things where if you are a young 22 to 25-year-old

> entrepreneur and you employ a 45-to-50-year-old experienced technician, because of their culture, the youngsters find it difficult to reprimand, and that becomes the challenge.

Drawing on an Activity System conceptual framework, this chapter has explored the relationship between the different elements of each curriculum, seen as an activity system where changes in one element has implications for all the other elements. Within each case study, significant differences in curriculum (relationships between different elements) were highlighted, and different levels of tensions/contradictions identified. These tensions/contradictions were different in nature across the different case studies – but they were present in each. Attending to these could give rise to interesting new practices – as will be discussed in Chapter 6.

5. Analysis of models of pedagogy

> The conceptual language that Bernstein developed allows researchers to … describe and position the discursive, organisational and interactional practice of the institution (Daniels, 2004: 131).

This chapter outlines the categorisation of the curriculum elements, and aspects identified through the Activity Theory comparative analysis, into the features of Bernstein's models of pedagogy. The anomalies which emerged are highlighted. This is followed by an exploration of the regulative discourse evident across all case studies.

5.1 Pedagogic models

As noted in Chapter 2, key features of the pedagogic models include pedagogic space, type of discourse, evaluation orientation, control, and autonomy. The dynamics of these features indicate a competence or performance model of pedagogy, through their strength of classification and framing, as described below.

The competence model is characterised by weak classification and framing. Emphasis is on the realisation of "inner" competencies of learners, who possess apparently greater measures of control over selection, sequence and pacing. Implicit assessment criteria are focused on interpreting the learner's signs.

The performance model is characterised by strong classification and framing. Emphasis is on achieving the organisation's objectives and outcomes, with clear assessment criteria based on assessing the learner's evidence objectively. Facilitators have relatively more control over the selection, sequencing and pacing of the curriculum, with clear role distinction between facilitators and learners.

I looked across the case studies to identify similarities and differences between them, in terms of curriculum elements, and tensions and contradictions. Two approaches to pedagogy were evident within the three curricula, which align to Bernstein's competence and performance models of pedagogy. The strongest contrasts arose between STUDIO on the one hand, and OFFICE and WORKSHOP on the other, particularly in relation to their learning objectives and philosophy, which show evidence of Bernstein's models of pedagogy.

However, no case study fitted "neatly" into one model. Bernstein acknowledges that although he outlines the models and modes as discrete with distinct forms, the models and modes may "give rise to ... a pedagogic pallet where mixes can take place", although this may result in "opposing practice" (Bernstein, 2000: 56). We have seen evidence of

this in the contradictions and tensions identified through the Activity Theory analysis in Chapter 4.

I consider instances in each case where there is, or an opportunity exists for, a blend of the two models, which would allow for the complex reality of the curriculum, in terms of its context, target market, and the intended learning objectives and business outcomes. These "anomalies" exist, so how do we acknowledge and harness them to optimise a pedagogic approach which suits the curriculum in practice, to achieve its ultimate intentions? This is explored further in the recommendations in the last chapter.

5.1.1 STUDIO: Competence model

The summary below demonstrates the similarities of STUDIO's curriculum to Bernstein's competence model, characterised by weak classification and framing.

The learner can select their pedagogic spaces and practices as they are not defined by STUDIO, hence weak classification – the coaching space is mutually agreed upon by coach and learner; additionally there are *options* for product development support, and to exhibit at trade shows. STUDIO's approach is focused on the perceived potential for growth of the learner.

Learning objectives are focused on developing the intangible interior motivation and mind-set of learners, to drive progress towards their self-created individual learning plan which includes their unique business outcomes, hence weak framing. The implicit assessment criteria align to the achievement of these outcomes through the internally-focused learning objectives. The nature of coaching focuses on the present needs as perceived by the learner, and the coach and learner co-create the future. The emphasis is on the learner's decisions on what to learn or do next, and when to do it, thus weak framing in selection, sequencing and pacing. The learner makes choices and takes action, emphasising a learner-centred approach that encourages the development of self-directed learners.

Coaching is characterised by the foregrounding of the regulative discourse focused on the intentions, dispositions, relations and reflexivity of the learner, encouraging the development of the learner's sense of agency. In STUDIO, the classic contradiction within the humanistic approach shows up in the assumption that the learner should know what they need to learn. Coaching speaks to the uniqueness of individual learners, as they bring the "content" of sessions, and coaches bring their expertise in facilitating learning through a process of inquiry. Assessors interpret the competencies of the learner, through coaching feedback, and by using the "business wheel" in assessment conversations. The

wheel is designed by STUDIO, and is being continually developed, based on their experiences with learners. The wheel can be utilised in different ways, although the structure and categories of the wheel are defined, it is up to the learner to provide the content and direction of growth they wish to take.

5.1.1.1 Occurrences of, and opportunities for, leaning towards the performance model

STUDIO has expectations of the learners, which the weak classification of knowledge and subjects, and relatively equal power within roles, does not support. This is highlighted by the interviewee's comment mentioned in Section 4.3.3 above, where she indicates that although recommendations are made during assessment, she does not have the power to require compliance as recommendations are not explicit criteria. This is also highlighted by the interviewee's comment in Section 4.3.1. that with training being optional, the learner may not have exposure to a knowledge source which could potentially change their mind-set or increase their likelihood of developing a much-needed skill or competence. Also, if a learner's objective is to qualify into the retail programme (which is a popular chosen outcome), there is a lack of preparation for this in terms of skills development, knowledge and experience of working with others (through collective learning spaces and practices).

A shift in framing to stronger selection, sequencing and pacing, co-created by the learner and STUDIO, as well as the consistent use of assessment tools, could support the learner towards achieving more explicit learning objectives and tracking their progress compared to benchmarks, throughout the programme. With stronger classification and framing, the learner may be supported more effectively to achieve their defined business outcomes. This may also enable STUDIO to more easily replicate the programme in other locations, with less reliance on the specific interpretive abilities of facilitators and emergent curriculum.

5.1.2 OFFICE and WORKSHOP: Performance model

OFFICE and WORKSHOP mostly reflect the performance model, characterised by strong classification and framing, as illustrated below:

OFFICE and WORKSHOP provide business premises and professional services, which have explicit regulatory boundaries linked to programme compliance. They both have compulsory structured and accredited training courses, with specified content and explicit learning objectives defined by the SETA, and business outcomes defined by the organisation. The emphasis is on the instructional discourse, and work is assessed according to the explicit SETA accreditation criteria. This is indicative of the strong classification of their curriculum. There are milestones during the programme that work

towards these outcomes, which the learner is required to meet in certain timeframes, hence strong framing of selection, sequencing and pacing. In OFFICE, if they meet criteria within certain timeframes, they access potential procurement and finance opportunities facilitated by the incubator, indicating the control located with the facilitators, in strong framing of the curriculum.

5.1.2.1 Occurrences of, and opportunities for, leaning towards the competence model

The SETA-accredited courses focus on developing specific knowledge and skills in the relevant learners' businesses in OFFICE and WORKSHOP, based on industry standards defined in the past, hence there are gaps in terms of knowledge and skills that are relevant to what may be emerging in the market sectors, industries, and specific businesses "in real time". There are opportunities for the agency of the learner to drive some aspects of selection, sequencing, and pacing to address these emergent trends, by perhaps having more flexibility within these three aspects, hence a weaker framing. This would also allow for the learner to address challenges in their business that do arise in real time while on the programme, and exercise their motivation as an entrepreneur, balanced with a little less emphasis on compliance with the stronger framing of selection, sequence and pacing.

There are already some opportunities for closer alignment with the competence model, in two cases:

- WORKSHOP's outcomes are more generally defined than OFFICE and thus open to interpretation, which may increase the sense of agency for learners to align with it and specifically define how they will achieve it – this leans towards the competence model, through weaker framing.
- *In addition*, the nature of the defined business outcomes requires the learner to take advantage of self-defined pedagogic spaces and practices within the running of their business in order to perform at the level required by OFFICE. The weaker classification of the pedagogic spaces leans towards the competence model.

The evident alignment of the three case studies with the two pedagogic models above illustrates the two dominant pedagogic approaches, but also highlights the gaps and opportunities for a blend of the two.

A distinctive feature of the pedagogy of the three case studies is their foregrounding of regulative discourse, as identified below.

5.2 Foregrounding of regulative discourse

Bernstein states that a learner-centred methodology is no less exerting of power or control over a situation than a very obviously didactic one. All three of the pedagogic models identified in this research wish to have a profound influence in changing people. The fact that they adopt different pedagogic approaches doesn't mean that the one is not doing as much as the other in terms of transmitting values. The enactment of both pedagogic models involves a strong regulative discourse.

The data from OFFICE and WORKSHOP illustrate the emphasis of programme compliance to achieve their pre-defined idea of what leads to business sustainability and growth, versus strengthening the internal motivational drivers of learners to achieve personally defined business sustainability and growth. Both aim to change the individual through a process of experiential learning and various interventions, which are selected based on the outcomes of the programme. OFFICE and WORKSHOP seem to suggest that if you enter their incubator environment, comply with their requirements, and perform as a learner, you can achieve business sustainability and growth.

STUDIO seems to suggest that if you allow an entrepreneur to define their business outcomes, then they can achieve them through minimal guidance by strengthening their volition through the methodology of coaching, and via assessment and cherry-picked training.

Thus all three programmes put huge emphasis on the agency of the entrepreneur to affect change in the business. There is little mention of the other factors within an entrepreneurial ecosystem which may impact their ability to affect change, thus sustain and grow their business.

5.2.1 Examples of regulative discourse within the case studies

WORKSHOP's learning objectives focus on the achievement of technical and business qualifications, although their outcome does mention internal/emotional qualities of confidence and a sense of security.

STUDIO's learning objectives emphasise changing mind-set and behaviour through the methodology of coaching. Whereas for OFFICE and WORKSHOP, it is believed that this happens through mentoring and through the influence of the managers, as they guide them in their daily business and learning activities, thus through a more directive, albeit implicit, process.

In terms of the mind-set of the providers, the discourse and jargon used by the case studies to describe the programmes hold various assumptions and beliefs. These are examples of what Gee, Hull and Lankshear (1996: 24) refer to as "fast capitalist texts" – an "ideologically loaded story" of modern capitalism, which has shifted from mass production of products and services delivered by hierarchically structured organisations, to high-quality individualised products and services as symbols of identity for niche markets, and delivered by empowered workforces in "flat" organisations. Within fast capitalist texts there is an emphasis on the knowledge that the workforce continually needs to develop in order to innovate and deliver products and services as symbols of identity and lifestyle, and on the increased level of responsibility and capacity for self-directed learning of workers within such organisations. This approach tends to shift the focus of responsibility from other factors to the worker, or in this context to the entrepreneur (learner).

While the nature of being an entrepreneur includes the huge responsibility of starting and growing an organisation, there are many other factors which influence the ability of the entrepreneur to do so, as suggested within Isenberg's Entrepreneurship Ecosystem (2011) – "a conducive culture, enabling policies and leadership, availability of appropriate finance, quality human capital, venture-friendly markets for products, and a range of institutional and infrastructural supports". The curriculum of OFFICE and WORKSHOP speaks to an "if you do this … then you will achieve that" approach within their business, as defined by the learning objectives translating into the outcomes specified by the organisation; this does not acknowledge the ecosystem of the entrepreneur. Also, the case studies leave commitment to the programme solely up to the learner, and it is not necessarily reciprocated. In regard to employees in larger organisations, Gee *et al.* (1996: 35) suggest that "… they require a very specific construal of identity: an asocial independent entrepreneur contracting out his or her own work who must, ironically, be strongly collaborative when on the job". This is similar for the learner on a programme, who must comply with the programme and perform as an entrepreneur, with limited flexibility offered by the programme should they default or continually underperform as an entrepreneur.

In terms of educational discourse, Gee *et al.* (1996: 28) mention that terms used in fast capitalist texts take on new meanings, and we can see in the case studies these terms imply certain beliefs and assumptions, as outlined below.

OFFICE and WORKSHOP refer to themselves as "incubators". An incubator in this context includes the provision of physical space and services, such as OFFICE's office space and services, and WORKSHOP's manufacturing space and machines. It is an immersion

metaphor, i.e. if we provide this physical provision with a structured programme, they will imbibe the culture that we espouse. It offers socialisation into a new identity, a new role.

For STUDIO the difference in the products that learners offer is too varied to make it possible for the provision of the physical space an incubator offers. The learners are manufacturers, but they don't use the same machines as perhaps WORKSHOP does; for example, the group may include a ceramicist and a textile designer. STUDIO offers public workshops on specific machine use or manufacturing techniques, and offers exhibition opportunities at trade shows, so the organisation as a whole offers an incubator environment, in which the learner chooses the spaces they wish to identify with. STUDIO's retail programme, which follows the entrepreneur education programme, includes retail space which is more aligned to the incubator model.

OFFICE's use of the term "boot camp" implies a "short, intensive and rigorous course of training" (Oxford Dictionaries, 2017). With its origins in military training, it implies a structured programme where learners' performance is put to the test and competencies are stretched. The term has also been used to describe juvenile correctional programmes, hence also has connotations of correction and change through shock tactics. So what does it mean within this context? Without the meaning explicitly communicated, it could imply any of the meanings outlined above; hence learners could assume they need fixing, and that it is all about performance in order to succeed. As part of OFFICE's pre-incubation process, it aligns with their focus on identifying a certain skillset and mind-set, with commitment and persistence, for their programme.

Fast capitalist texts also emphasise getting "buy-in" to a particular perspective – it's not just about knowledge and skills, it's about shifting values and attitudes (Gee *et al.*, 1996: 31), which is relevant for the learners in terms of developing an entrepreneurial mind-set and attitude. As we can see in the cases above, each organisation designs its programme around what it believes an entrepreneur's mind-set and attitude needs to be.

This chapter has shown that the case studies are aligned to Bernstein's pedagogic models: STUDIO is aligned to the competence model, and OFFICE and WORKSHOP are aligned to the performance model. There are, however, anomalies which indicate that an alternative form of categorising pedagogic approaches may exist. Additionally, this chapter has shown that there is a foregrounding of regulative discourse in all case studies, which needs to be acknowledged in the design of curricula, and the message that this conveys. This is further discussed in Chapter 6.

6. Conclusions and recommendations

This thesis aimed to explore the pedagogic approaches embedded in the design of entrepreneur education programmes, which aimed at achieving particular learning objectives and business outcomes. The data from interviews, and documentary and electronic sources, was analysed using two conceptual frameworks – Activity Theory and Bernstein's models of pedagogy. This chapter will summarise the conclusions reached, make recommendations for utilising the findings in curriculum design, discuss strengths and limitations of the study, and highlight further research considerations.

6.1 Value of Activity Theory and Bernstein's pedagogic models

I was interested in how models of pedagogy change across contexts, so I utilised Activity Theory to understand the *relationships between* elements of a curriculum activity system. This enabled tensions and contradiction to surface and be articulated. Activity Theory foregrounds purpose (object) in a way that Bernstein's models do not to the same extent. Bernstein's models enabled me to compare the pedagogic themes arising from the case studies to pedagogic theory, in order to enhance my understanding of the implications of certain dynamics within the curriculum design.

6.2 Tensions identified through the Activity Theory analysis

The analysis identified a number of different tensions and contradictions in each of the case study curricula.

In STUDIO, the classic contradiction within the humanistic approach shows up in the assumption that the learner should know what they need to learn. Learning objectives of the organisation are not made explicit, and business outcomes are not outlined by the organisation, thus it is difficult for staff to evaluate progress and for learners to compare themselves to an external benchmark. Learners are not necessarily applying themselves in areas where their business potentially needs it the most, due to the lack of compulsory training linked to assessment recommendations. There are also contradictions within and between staff roles where there may be conflicting influences on the learner, as learning objectives are interpreted and implemented in different ways by staff members. Additionally, direct business benefits are a choice rather than an integral part of the programme, and there is no programme fee, factors which may impact on commitment levels.

In OFFICE and WORKSHOP, the selection criteria limit the type of candidate and business that can join the programme. This is due to specific objectives and outcomes influenced

by funders and qualification authorities, which in turn may be influenced by their ideas of what an effective entrepreneur education programme should be, rather than the reality of entrepreneurs as learners on a programme. There is an assumption that an acceptable level of the internal locus of control enables the learner to achieve the learning objectives and business outcomes. There is also an assumption that if the learner achieves the learning objectives, they will attain the business outcomes. Learning objectives and outcomes do not include external factors that may affect their business, nor do these explicitly engage with the internal intrinsic qualities of the learner. Selection, sequencing and pacing are structured and explicit, and thus may not align to the learner and their business needs during the programme, as well as diminishing the learner's sense of agency. There is a contradiction between the learner's role of "student" on the programme versus "entrepreneur" of a business, both requiring different dispositions and motivations. There is a risk of creating a reliance on the pedagogic spaces, equipment, services and support intrinsic to the incubator model, which may disrupt the learner's business progression when they leave the programme and relocate to other premises.

In all the case studies, the use of external service providers may impact the sense of cohesiveness within the learning community, and change the type of wisdom and experience shared by facilitators. The learning community of all case studies may contradict the influence of the business community on the learner, whereby the business community may not be as supportive.

These tensions and contradictions could be considered and addressed in the notion of continuums and the questions proposed below, to identify potential solutions and opportunities for changes and improvements within the curriculum.

6.3 Pedagogic models evident in the case studies

The analysis showed that each of the organisations corresponded to Bernstein's pedagogic models, although there wasn't a neat, one-to-one correspondence, as pointed out in Chapter 5.

The results show that the most relevant model reflecting STUDIO is the competence model. This is characterised by a humanistic style, a focus on intra-individual development in an almost therapeutic way (Bernstein, 2000: 64). Weak classification and framing create invisible pedagogy in selection, sequencing, and pacing elements. The focus is on developing the intra-individual potential through the methodology of individual coaching, hence the most relevant mode is liberal/progressive. There is no compulsory group work, and the culture or societal positioning of learners is not foregrounded. It could be said that an opportunity exists to align to the radical or populist

mode, by repositioning previously disadvantaged entrepreneurs as change-makers in the economy of South Africa, and as key employers addressing the state of unemployment in the country. However, STUDIO does not focus on the collective identity of its learners, rather on the individualism of the learner and their design business. This study suggests that not all business training programmes fit into the performance model of pedagogy, despite overall pressure to comply with SETA requirements.

The most relevant model reflected in the OFFICE and WORKSHOP approaches is the performance model, characterised by a projected identity in terms of practising as an entrepreneur in the context of running a business. Strong classification and framing were evident in all aspects of the curricula, as outlined in Chapter 5. Both programmes include SETA qualifications linked to their industries. OFFICE's SETA qualification is more generic, "New Venture Creation", suiting the learner group which comprises a variety of industries, with the common thread of utilising the office space and services as a professional environment to enable the growth of their businesses. WORKSHOP's qualifications include a variety of technical qualifications in the woodworking and furniture-making industries, to address the variety of businesses on the programme. Both OFFICE and WORKSHOP focus on the performance of learners in relation to the market within which they operate, through SETA qualifications, hence the most relevant mode is the generic mode.

6.4 Recommendations

Previous research on entrepreneur education (Nieman, 2001; Pretorius *et al.*, 2005; and Chimucheka, 2014) mentioned in Chapter 2, highlights the issues prevalent within curriculum design and the quality of entrepreneur education in South Africa. I hope this study contributes to clarifying how these issues might be addressed, as suggested below.

I believe that the learner has some understanding about what they need to learn, and has current "real-time" experience of their respective field, *and* that curricula can develop the core competencies that are needed. How do we accommodate both, such that the learner maximises their potential by drawing on what they know, *and* optimises the development of knowledge and skills in their relevant field? I share ideas in further recommendations below.

The occurrences of, and opportunities for, leaning towards the respective two pedagogic models speak to the potential for the findings to be used for improving curriculum design practice. While the two theoretical models might be useful for ***analytical purposes***, it would be more useful to view their features as continuums rather than constituting two discrete models for ***practical purposes***.

Continuums could be created between features that define the strength of the classification and framing within the curriculum. This would also support Bernstein's (2000: 56) notion of a "pedagogic pallet". In the competence model there is an assumption that the learner knows what they need to learn; in contrast, the performance model indicates that the "transmitter" knows what the learner needs to learn. Continuums would enable practitioners to consider key questions in the design of entrepreneur education curricula, to ensure that the design aligns with the programme's context, purpose, target market, learning objectives and business outcomes (see Appendix 5: Potential continuums and questions to inform curriculum design of entrepreneur education programmes).

Additionally, the three curricula are underpinned by a strong ideological discourse, as highlighted in Chapter 5. Practitioners will need to acknowledge this if they are to reflect critically on their own curricula. This will expose what their ideology is, and also enable practitioners to be more intentional in how they communicate their ideology through the curriculum. Researchers will need to subject this to critique, in order to more fully understand the implications of such strong ideological discourse within entrepreneur education programmes.

This would allow for fine-tuning of the relationship between pedagogic features, the pedagogic discourse, and the relationships between nodes within a curriculum activity system. It would bring theoretical rigour based on sound adult learning theory, integrated with current practice within the field of entrepreneur education.

6.5 Strengths and limitations

6.5.1 Limitations

A limitation which impacts on the generalisability, validity and potential bias of the case study is present in that only three organisations were explored. Additionally, only one case study (STUDIO) presented similarities to Bernstein's competence model. It may have added more rigour to the results if a "competence curriculum" was found in an additional organisation, to compare the trends within both, as was possible with the "performance curricula" of OFFICE and WORKSHOP. However, the findings may reflect the rare incidence of competence curricula in the field of entrepreneur education in South Africa. On reflection, the two case studies that were initially identified, but were not included for practical reasons, did show an inclination towards the performance model, based on my initial research of their curricula.

This study focuses on the pedagogic approaches embedded in the design of entrepreneur education programmes, which aimed at achieving particular learning objectives and business outcomes, from the perspective of the designers themselves. Learner experiences of the three curricula are not explored, to establish the extent to which learners actually achieve particular learning objectives and business outcomes. The learner's perspective would indicate the impact of the identified tensions and contradictions, the strength of the classification and framing, and the foregrounding of regulative discourse, on their ability to achieve the learning objectives and business outcomes.

Additionally, a more extensive exploration of all the subject's perspectives (coaches, mentors, facilitators, SETA accreditation bodies, and funders) would contribute to a deeper understanding of the pedagogic approaches present, and their impact thereof.

6.5.2 Strengths

- The thesis has documented three programmes in considerable detail. I did not find other examples similar to this study in the literature.
- The interviews have revealed the hopes and intentions of the curriculum designers – for some, it might be the first time they have ever been asked to articulate these so explicitly, thus contributing to their own learning, as the STUDIO interviewee pointed out.
- Theoretical advances have been made, in that Bernstein's and Engeström's theories have not been combined before to explore the curriculum design of entrepreneur education programmes. This provides new insights into such curricula.
- I have also made some practical suggestions of how curriculum designers might improve their practice in the future.

6.6 Further research

This study provides opportunities for further research, including the following areas:

- The influence of SETA accreditation on curriculum design of entrepreneur education programmes.
- Whether programmes which utilise the continuums and questions posed in Appendix 5 do indeed enable the learner to achieve learning objectives and business outcomes more effectively.
- Conduct similar research on further case studies, across a wider variety of entrepreneur education programmes, to see whether the findings are the same.

- Explore the use of Activity Theory as an intervention to further improve a curriculum, rather than as an analytical framework for exploring the pedagogic approaches to curriculum design of entrepreneur education programmes. This study has touched on the first and second stages of Engeström's (1987: 189) cycle of expansive learning, and could be built upon through the next five stages, to the consolidation of new practice.
- The voices of the business community, learners, facilitators, accreditation partners, and funders are absent from this study. All nodes of the activity system could be included to provide a complete picture to understand the pedagogic approaches embedded in the curricula of entrepreneur education programmes.
- It is interesting to note that during the course of this thesis being written-up over the year following the interview, STUDIO conducted a full review of their programme, and are in the process of restructuring it, integrating stronger classification and framing features. Also, the OFFICE curriculum designer disclosed during the interview that she was planning on giving more attention to developing the "soft skills" of learners, and bringing in more life skills training, as well as IT training.

Thus the opportunity exists to return to the case studies and conduct a similar study to see how the pedagogic approaches have shifted, in order to enable the achievement of the learning objectives and business outcomes.

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Appendix 1: Consent form for research study

Researcher Name: Emma Sexton

Department and Institution: School of Education, UCT

Thank you for agreeing to participate in this study.

This form outlines the purposes of the study and provides a description of your involvement and rights as a participant.

The purposes of this project are twofold:

1) to fulfil a course requirement for my Masters Degree in Adult Education at the University of Cape Town; and
2) to explore the assumptions about learning that inform the design of curricula aimed at enabling micro and small business entrepreneurs to develop new practice.

I would like to explore what informs the curriculum design of the entrepreneur development programme offered by (name of organisation), to gain insight into your perspectives and assumptions about learning intended to develop new practice.

This research study is intended to contribute to the body of knowledge in entrepreneurial education in South Africa, to improve the quality of such programmes through a more informed curriculum design. It is also my intention for the interview and focus group process to inform any further curriculum development that you may wish to embark on in the future.

I disclose that I work for The Business Place Philippi, which offers a business owner development programme. I believe there is no conflict of interest in terms of my exposure to your programme, as our target markets are different and thus we have varying curriculum considerations.

The methods to be used to collect information for this study are explained below.

I plan to hold interviews with yourselves and other organisations who offer similar programmes. I would like to tape record these interviews (with your permission). Once I have collected and analysed all my data, I plan to conduct focus group interviews with respondents to present and confirm my understanding of the findings. This would be conducted within your organisation, including all the stakeholders related to the curriculum design.

You are encouraged to ask any questions at any time about the nature of the study and the methods that I am using. Your suggestions and concerns are important to me; please contact me at any time at the email/phone number listed above.

I will use the information from this study to write my mini-dissertation. This report will be read by you, my supervisor and co-supervisor, and will then be placed in the university library where it can be read.

I guarantee that the following conditions will be met:

1. Neither your name nor that of your organisation will be used at any point of information collection, or in the written report; instead, you and any other person and place names involved in the study will be given pseudonyms (where necessary) that will be used in all verbal and written records and reports.
2. If you grant permission for audio taping, no audio tapes will be used for any purpose other than to do this study, and will not be played for any reason other than to do this study. At your discretion, these tapes will either be destroyed or returned to you.
3. Your participation in this research is voluntary; you have the right to withdraw at any point of the study, for any reason, and without any prejudice, and the information collected and records and reports written will be turned over to you.
4. You will receive a copy of the final report before it is handed in, so that you have the opportunity to suggest changes to the researcher, if necessary.
5. You will receive a copy of the mini-dissertation.

Do you grant permission to be interviewed?

Yes _____ No _____

Do you grant permission to take part in a focus group?

Yes _____ No _____

Do you grant permission to be quoted directly? (Anonymously)

Yes _____ No _____

Do you grant permission to be audiotaped?

Yes _____ No _____

I agree to the terms:

Respondent _____ Date _____

Name_____

I agree to the terms:

Researcher _____ Date _____

Name: Emma Sexton

Appendix 2: Interview guide

1. What is your role?
2. How long have you been working here?
3. How have you been involved in designing the curriculum?
4. Who are your target market?
5. Why do you focus on this sector/group?
6. Describe the community that your participants typically come from (cultural/ industry sector).
7. What are the trends of entrepreneurs within this community?
8. Describe your ideal candidate.
9. What are your selection criteria?
10. What informs your selection criteria?
11. Describe an ideal graduate of your programme.
12. How does your programme enable the realisation of the ideal graduate?
13. What do you assess/benchmark at the beginning of the programme?
14. What do you track or evaluate during the programme and how do you do this?
15. What do you assess at the end of the programme and how do you do this?
16. How do you know what the participant wants from the programme, and how do you address this?
17. How do you identify knowledge and skills gaps and strengths of the participant, and how do you deal with these?
18. What informs your choice of content (selection) / methods and tools / sequence / schedule (pace) / of the programme?
19. What theories about adult learners inform your programme?
20. What are your beliefs/assumptions about the learning needs of your target market?
21. Describe a typical activity pathway of a participant, i.e. learner tasks (e.g. attend training, submit homework to mentor, complete a reflection form, choose next modules to attend, etc.).
22. How do you enable/encourage participants to put into practice what they learn on your programme?
23. What are the main challenges/problems in the programme, if any?
24. What are the main challenges/problems with the participants, if any?
25. How do they foresee addressing these?
26. Anything else I should know?

Appendix 3: Bernstein's models of pedagogy

Table 1 summarises Bernstein's outline of his models of pedagogy.

Table 1 Bernstein's models of pedagogy

Features	*Competence*	*Performance*
Space	Weakly classified. Few specifically defined pedagogic spaces. Learners have control over construction of spaces as pedagogic sites.	Strongly classified. Space and specific practices are explicitly regulated and demarcated. Restricted ability to construct own pedagogic space. Explicit regulatory boundaries limit access and distributing movements.
Time	Weakly classified. The present tense is emphasised, due to weak sequencing and pacing. "Inasmuch as the emphasis is upon what each acquirer is revealing at a particular moment (known only to the teacher), and that this is the signifier of what should be made available by the teacher, then the time dimension of the pedagogic practice is the present tense from the point of view of the acquirer" (Bernstein, 2000: 46).	Strongly classified. Sequencing and pacing are explicitly defined for different activities, thus the future is made visible and emphasised more than in the competence model. However, the pedagogic practice and text of the performance model positions the learner in the past, due to the instructional discourse origins. Thus the future is visible, but has been constructed by a past which is invisible to the learner.
Discourse	Weakly classified. Discourse arises in a variety of experiences with apparent greater measures of control by learner over selection, sequence and pace. Emphasis on the realisation of competences that learners are already thought to possess. Recognition and realisation rules are implicit.	Strongly classified. Discourse arises in the specialisation of subjects, skills, and procedures, with clear structure and purpose. Learners have relatively less control over selection, sequence and pacing. Recognition and realisation rules are explicit. Learner's texts are graded.
Evaluation orientation	Emphasis is on what is present in the learner's work. Implicit evaluation criteria. More likely to have explicit regulative discourse criteria, i.e. in terms of "conduct, manner and relation". Products are more difficult to evaluate objectively.	Emphasis is on what is missing in the learner's work. Explicit evaluation criteria. Learners are "made aware of how to recognise and realise legitimate text" (Bernstein, 2000: 47).
Control	Control is personalised and unique for each learner, through communication focused on intentions, dispositions, relations and reflexivity of the learner.	Positional control is exercised by the facilitator (transmitter), enabled by explicit structures and classification.
Pedagogic text	The learner's signs are interpreted by the facilitator, hence the emphasis is not on the text that the learner produces, but the meaning conveyed through it, to determine competence development. The facilitator's professionalism is evident in the utilisation of a "theory of reading ... recontextualised from the social and psychological sciences which legitimises this pedagogic mode".	The pedagogic text is the learner's performance, objectified by grades. The facilitator's professionalism draws on explicit pedagogic practice and grading procedures.

Features	***Competence***	***Performance***
Autonomy	Relatively high autonomy, within limitations of homogeneity of practice and context, allowing for uniqueness of learners and their context in each specific institution. Pedagogic resources more likely produced by facilitators, rather than pre-packaged textbooks and teaching procedures.	Relatively low autonomy, limited by external curriculum regulation of the selection, sequence, pacing and criteria of the transmission.
Economy	Higher transmission costs due to attention to the uniqueness of learners, teacher training, and time spent considering learner development and continuous construction of curriculum structure as things emerge.	Lower transmission costs due to less reliance on personal attributes of teacher for an elaborate theoretical base – this is less elaborate, and thus teacher supply is less restricted. Explicit structure and objectivity allow for inclusion of packaged algorithms and processes, no hidden costs.
Source: Bernstein (2000: 45–50).		

Furthermore, Bernstein articulated three modes within each of the models above, as outlined in Table 2.

Table 2 Modes within Bernstein's models of pedagogy

Competence modes	***Performance modes***
Liberal/progressive Focus on intra-individual potential which could be revealed by appropriate pedagogic practice and contexts.	**Singulars** A specialised discourse with its own intellectual field of texts, practices, rules of entry, examinations, licences to practice, distribution of rewards and punishments (physics, chemistry, history, economics, psychology, etc.). Oriented to their own development, protected by strong boundaries and hierarchies.
Populist Focus on a local culture (class, ethnic, religion), and the communicative competences intrinsic to a local, usually dominated, culture. Generally unseen or acknowledged by members of official pedagogic fields.	**Regions** Recontextualised singulars into larger units. The interface between disciplines (singulars) and the technologies they make possible, e.g. engineering, medicine, architecture, management, business studies, communications and media. Can be more responsive to, and dependent on, the market their output is serving.
Radical Focus on inter-class/group opportunities, material and symbolic, to redress its objective dominated positioning. Often found in adult informal education. Presupposes an emancipatory potential common to all members of the group.	**Generic** The underlying features (competences) necessary for the performance of a skill, task, practice or area of work. It silences the cultural basis of skills, tasks, practices and areas of work, and gives rise to a simplistic concept of trainability, e.g. NVC qualifications. Looks like competence, but it is not – what it is "similar to" is a set of general skills underlying a range of specific performances – directly linked to the market, to the construction of what are considered to be flexible performances.
Source: Adapted from Bernstein (2000: 50–53).	

Appendix 4: Three case study curricula categorised within Bernstein's models of pedagogy

Table 3	Competence model evident in STUDIO
Space	STUDIO's direct business benefits include preferential opportunities to exhibit at local and international shows, and the subsequent retail programme offering retail premises. Optional product development support is also available, which includes the use of equipment. These benefits are optional, for the learner to select the spaces in which they choose to learn. Within the programme, coaching is conducted at a place of mutual convenience to the coach and learner, thus it is a co-created pedagogic site.
Time	The nature of coaching itself deals with what is occurring in the present, and then co-creating the future through the coaching conversation, with the emphasis on the learner's decisions around what to do next. Both the learner and the coach and other staff do not know what content (selection), sequence or pace will follow from one moment to the next.
Discourse	STUDIO's approach to the selection process is more subjective and focused on the perceived potential for growth of the learner. Learning objectives are focused on developing the intangible interior motivation and mind-set of learners. Their locus of control is specifically engaged with in coaching to drive progress towards their self-created individual learning plan. The assessor recommends certain learning activities based on current gaps and opportunities within the learner's business. The learner makes choices and takes action, which doesn't always align with the recommendations. The learner's apparent power over what they choose to do is aligned to STUDIO's emphasis on a learner-centred approach; however, the assessor stating that "in theory that's what they are meant to do" does not align to the pedagogic approach, nor is it explicit in the rules. This indicates a contradiction between the notion that learners are free to choose their learning pathway, and what the programme ultimately wants them to do. The coaching in STUDIO is expected to assist learners to recognise what they need to learn through raising their awareness, creating goals aligned to their individual learning plan, planning, and tracking the actions they have taken, i.e. encouraging the development of self-directed learners. STUDIO may not deliver on the outcomes through their chosen methodology, if the learner's chosen outcome is to qualify into the retail programme. STUDIO's methodology comprises individual learning experiences (coaching), whereas the retail programme is a collective initiative requiring team and management skills, as well as retail skills in order to run a shop with a group of fellow producers. The methodology and content (selection) of STUDIO's programme does not prepare learners for this, and it is not specified as part of the learning objectives. This causes tension between the learner's individual learning plan (object) and how the programme supports them to achieve it, in terms of entrance to the retail programme.
Evaluation orientation	STUDIO leaves it to the learner to define their own outcomes, which could be intrinsic or extrinsic, and then to design an individual learning plan. Coaching looks at what is emerging in the learner's efforts to grow their business. Learners are required to engage in the process of coaching, which aligns to the internally-focused learning objectives. Progress is tracked in coaching through the conversation between coach and learner. Evaluation is conducted in assessment conversations with implicit criteria.
Control	STUDIO's assessment criteria are based on the learning objectives, and then aligned to unique business outcomes and an individual learning plan defined by the learner. The nature of coaching lends itself to communication focused on the intentions, dispositions, relations and reflexivity of the learner. The development of learners' sense of agency is more pronounced in STUDIO, with the pedagogic approach being more learner-centred and self-directed than the other two case studies.

Pedagogic text	For STUDIO, an internal locus of control is subjectively assessed during selection, to determine if they have enough of an internal locus of control to effect change in their businesses and learn through the programme. The learner defines their individual learning plan, and STUDIO then focuses on building their internal competencies through a coaching approach, in order to achieve their desired outcomes. The learning objectives are not explicitly stated in the assessment criteria. This potentially makes it unclear for the learner to know whether they are fulfilling the learning objectives, and difficult for STUDIO to track whether the learner is achieving the expectations of the programme. The assessment process becomes more subjective, rather than evidence-based, due to the absence of explicit criteria and pedagogic practice. During STUDIO's assessment conversations, the criteria for how "movement" is assessed is not explicit, nor how this translates to growth of the business. As there are no tangible objectives related to business growth defined by the organisation, it is not explicit how this can be benchmarked.
Autonomy	In STUDIO, the classic contradiction within the humanistic approach shows up in the assumption that the learner should know what they need to learn. This is evidenced through coaching being the compulsory learning methodology, with training as an optional activity. Coaching speaks to the uniqueness of individual learners, as they bring the "content" of sessions, and coaches bring their expertise in facilitating learning through a process of inquiry. The wheel is produced by STUDIO, and is being continually developed, based on the experiences with learners. The wheel can be utilised in different ways; although the structure and categories of the wheel are defined, it is up to the learner to provide the content and direction of growth they wish to take.
Economy	STUDIO learners do not pay for the programme, which is considered a significant factor influencing commitment. Professional coaches' rates are usually relatively higher than trainers'; however, in the context of STUDIO being an NGO, the coaching is paid via a stipend to cover costs. Utilising an individual process such as coaching will increase costs, compared to group learning sessions. It will be relatively more difficult to replicate this programme in other areas, due to the individual attention and engagement between staff, external service providers of coaching, and learners.

Table 4	**Performance model evident in OFFICE and WORKSHOP**
Space	OFFICE and WORKSHOP provide business premises and professional services as part of the programme, which are considered essential for optimising business growth. These spaces and services have explicit regulatory boundaries linked to programme compliance. These pedagogic spaces are not exclusive – learners are expected to construct additional pedagogic space and practices that will assist them to meet their learning objectives and business outcomes. However, OFFICE and WORKSHOP could be creating an unrealistic reliance on the space, equipment and related services, misaligned to the learner's business growth stage, in order to achieve the level of performance expected by the organisation.
Time	OFFICE and WORKSHOP both have compulsory structured and accredited training activities, with explicit learning objectives defined by the SETA, and business outcomes defined by the organisation. There are milestones during the programme that work towards these outcomes, which the learner is required to meet within certain timeframes. The instructional discourse is generic and created in the past, thus it may not meet the current learning or business needs of individual learners, due to the type and stage of their business.
Discourse	OFFICE and WORKSHOP's programmes comprise an application phase, a pre-incubation phase and the programme, all with specified structure, purpose and learning objectives defined by the SETA qualifications. The higher level of structure in OFFICE and WORKSHOP may not suit the learning pace of the learner, or may not align with the opportunity for the learner to implement new knowledge in business activities timeously. The more specific the tools are, such as the "GrowthWheel" toolkit utilised by WORKSHOP, the less agency the learner has in their learning process. Even though the tool utilises questions to ignite exploration of a topic, the tool guides the learner to consider pre-defined options and to choose between particular exercises, hence the selection, sequence and procedures are more defined. OFFICE focuses on the development of a business plan, linked specifically to the SETA course modules.
Evaluation orientation	The focus is on achievement of OFFICE and WORKSHOP's learning objectives and business outcomes. Work is assessed according to the SETA-accredited courses. In OFFICE, if learners meet criteria within certain timeframes, they access potential procurement and finance opportunities facilitated by the incubator.
Control	OFFICE and WORKSHOP have more structure and hierarchy, which diminish opportunities for a sense of agency to be experienced by the learner. This may cause tension between programme compliance and the business agenda of the learner in their role as entrepreneur. WORKSHOP's outcome is more generally defined than OFFICE and thus open to interpretation, which may increase the sense of agency for learners to align with it and specifically define how they will achieve it – this leans towards the competence model.
Pedagogic text	During selection, OFFICE and WORKSHOP formerly assess qualities through self-assessment questionnaires which result in a score that is measured against an externally defined benchmark – this indicates the explicit grading procedures characteristic in the pedagogic text. The internal locus of control is not specifically engaged with during OFFICE and WORKSHOP's programme; it is assumed that the level of internal locus of control assessed during selection enables learners to comply and perform according to the externally defined programme requirements. For OFFICE and WORKSHOP, the assessment criteria are explicit and linked to SETA requirements. There is an assumption that if the learner complies with and achieves the learning objectives, they will achieve the business outcomes. The assessment criteria also do not include factors in the external environment which may impact on business success, such as market trends, competitors, etc.

Autonomy	In OFFICE and WORKSHOP, funders expect certain business growth, thus influencing the selection criteria and business outcomes. This includes requiring certain business growth statistics in the reporting process such as turnover, profit margin, number of people employed, net asset value, etc. The organisation will thus select learners who show the potential to achieve progress, and the final business outcomes in these areas, by the end of the programme. A nationally-defined programme is implemented in various branches of both OFFICE and WORKSHOP.
Economy	OFFICE and WORKSHOP charge for the incubator programme, including space and services, at competitive market-related rates. This enables some cost recovery for the non-profit organisations, and increases the commitment levels of learners to the programme, as they are more invested in it, and get direct business benefits. In the national implementation of the programme, the explicit structure and objectivity allows for relatively easier recruitment of branch staff with related costs.

Appendix 5: Potential continuums and questions to inform curriculum design of entrepreneur education programmes

Table 5 Continuums

Weak classification and framing	*Strong classification and framing*
Pedagogic space defined by learner	Pedagogic space defined by transmitter
Pedagogic practices defined by learner	Pedagogic practices defined by transmitter
Focus on the present	Focus on the future, defined by the past
Flexible sequence	Structured sequence
Flexible selection	Structured selection
Flexible pacing	Structured pacing
Implicit realisation and recognition rules	Explicit realisation and recognition rules
Evaluated on what is present in the work	Evaluated on what is absent in the work
Implicit assessment criteria	Explicit assessment criteria
Learner-centred control	Facilitator-centred control
Interpreted grades	Objectified grades
Competence demonstrated through meaning	Competence demonstrated through performance
High autonomy	Low autonomy
Internal curriculum regulation	External curriculum regulation
Specialised didactic resources	Generic didactic resources
Specialised facilitators	Generic facilitators

Positioning aspects of the curriculum on continuums does not do away with tensions or contradictions. With conscious monitoring and evaluation, curriculum designers can recognise such tensions and contradictions as opportunities for change, to continually develop and refine a programme explicitly, based on principles of theory and practice. The questions that practitioners can consider, informed by the activity system nodes and pedagogic model features, are listed below:

- Who are the learners (target market), staff, funders, and accrediting partners? What are their intentions and expectations for the programme?
- What are the learning objectives of the programme? What do you expect learners to learn by the end of the programme?

- What are the intended business outcomes of the programme? Or what do you expect the learners to achieve by the end of the programme?
- What tools of mediation have been selected in order to achieve the learning objectives?
- What are the learner selection and assessment criteria? What informs these criteria?
- What philosophy and beliefs underpin the programme? How do they inform the design?
- What is the fundamental purpose of the programme? How does this relate to the learning objectives and business outcomes?
- How does the learning community enable the learner to engage successfully in the programme?
- How does the learning community interface and engage with the business community, and the social structure and culture in which the learner resides?
- Where does the power and control need to be, in order to achieve the learning objectives? How do you think you should engage with the learner to achieve the learning objectives?
- What informs the choice of whether the classification and framing needs to be strong or weak?
- What are the pedagogic spaces and how are they structured?
- How explicit does the selection, sequencing, and pacing need to be in order to achieve the learning objectives?
- How do you expect the learner to achieve the learning objectives and business outcomes? (This alludes to selection, sequencing and pacing.)
- What is the relationship between regulative and instructional discourse, such that learning objectives and assessment criteria are explicit and visible to the learner?